Welcome from the President

Dear Friends,

On behalf of our 6,800 students, many hundreds of professors and staff members and 37,000-plus alumni, I want to welcome you to Sacred Heart University. In these pages, you will find just some of the reasons that the Princeton Review has included our University in its Best 378 Colleges – 2014 Edition, Best in the Northeast and Best 295 Business Schools – 2014 Edition, and U.S.News & World Report ranks us among the best master’s universities in the North. The second-largest Catholic university in New England, Sacred Heart offers more than 50 undergraduate, graduate and doctoral programs on its main campus in Fairfield, Conn., and satellites in Connecticut, Luxembourg and Ireland.

The University is made up of five distinctive colleges: Arts and Sciences; Isabelle Farrington College of Education; Health Professions; University College; and the Jack Welch College of Business. Educating students in the legacy and tradition of GE’s legendary Jack Welch, this College is accredited by the AACSB International, an elite designation belonging to fewer than five percent of business schools worldwide. The University fields 31 Division I varsity teams and sponsors an award-winning program of community service.

At Sacred Heart, we encourage our students to take advantage of the many opportunities we offer to study abroad. Exposure to and familiarity with diverse cultures is a key component of the lifelong commitment to intellectual inquiry and social justice that Sacred Heart challenges all of its students to embrace. Students may choose from a traditional semester-long opportunity or an intensive month-long experience.

For 50 years, Sacred Heart University has remained rooted in the Catholic intellectual traditions. At the same time, we have grown and adapted to meet the ever-changing needs of our students and the workplace. We are here to assist you in your journey of learning and to travel with you as you work to build a better, more peaceful world. Please call on anyone listed in these pages with your questions and concerns. We welcome your interest in our community of active and engaged learners and hope your time with us is both challenging and productive.

Sincerely,

John J. Petillo, Ph.D.
Statement of University Policies

While every effort is made to ensure the accuracy of information provided in this catalog, accuracy cannot be guaranteed. Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides the information in this catalog solely for the convenience of the reader, who may not rely upon it as a promise or legal obligation. Sacred Heart University expressly disclaims any liability based on the contents.

The University is committed to the concept of equal educational opportunities for all. Individuals are considered for admission to student status, and its services, facilities, programs and activities are administered in a nondiscriminatory manner as required by law without regard to race, religion, color, sex, sexual orientation, national or ethnic origin, gender, age or handicap.

The institution recognizes the Family Rights and Privacy Act of 1974, which defines the rights and protects the privacy of students with regard to their educational records.

The University is an Equal Opportunity Employer in accordance with its Affirmative Action Policy. It does not discriminate as required by law in its employment practices on the basis of race, color, religious creed, age, gender, marital status, national origin, disability, sexual orientation or veteran status.

Sacred Heart University is committed to the maintenance of a community environment where respect for the dignity and worth of each individual is demonstrated and where diversity and the free exchange of ideas can flourish. The maintenance of that community requires its members to avoid behavior that creates division, to promote behavior that enhances cooperation among groups and to encourage the development of each person as a unique individual.

The University does not condone racism, sexism, sexual harassment, intolerance or any other acts of discrimination. The University is authorized under federal law to enroll nonimmigrant alien students.

Sacred Heart University’s procedures for claiming unlawful discrimination or harassment are set as an appendix to this catalog and also on the Sacred Heart University’s website. The Executive Director for Human Resources, Julia Nofri, 203-365-4837, serves as the coordinator for Title VI, section 504 of the Rehabilitation Act and the Age Discrimination Act. Students claiming discrimination for handicap or disability may also contact the Director of Special Services at the University’s Jandrisevits Learning Center or the Dean of Students.

Sacred Heart University is committed to addressing student concerns related to both academic and administrative issues. Students should first address complaints to the appropriate University official to obtain resolution of disputes and complaints. In compliance with C.R.F. Section 668.43(b), if a student cannot resolve an issue within the University, the contact information for the New England Association of Schools and Colleges is:

3 Burlington Woods Drive, STE 100
Burlington, MA 01803-4514
Phone: 781-425-7700
Toll Free: 855-886-3272
www.NEASC.org
or
Office of Higher Education,
61 Woodland Street
Hartford, CT. 06105-2326
Phone: 860-842-0229
www.ctohe.org/studentcomplaints.shtml

Photo Credits
Tracy Deer-Mirek, John Galayda, Don Hamerman
The University

Accreditation and Memberships
Sacred Heart University has been granted institutional accreditation by the New England Association of Schools and Colleges, one of six regional associations in the United States that accredit schools and colleges. Institutional accreditation is the means used by regional accrediting commissions to assure the educational community, the general public and other agencies and organizations that an institution has clearly defined and appropriate educational objectives and that it has established conditions under which its achievements can be met. Accreditation also provides that an institution is so organized, staffed and supported that it can continue to meet its objectives in the future.

In addition, several University programs have received either specialized accreditation or approval by the state of Connecticut or have been granted specialized accreditation by national professional organizations. The Farrington College of Education has achieved national accreditation by NCATE (now CAEP). The elementary teacher certificate program is nationally recognized by the Association for Childhood Education International (ACEI) and the Intermediate Administrator program is nationally recognized by the Educational Leadership Constituent Council (ELOC). The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education; the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education. The Master of Arts in Teaching and Certificates of Advanced Study in Teaching, Literacy and Education Leadership are accredited by the Connecticut State Department of Higher Education (now the Office of Higher Education). The Education programs for Initial Teacher Certification at the Elementary and Secondary levels; Remedial Reading; Reading Consultant; and Intermediate Administrator are approved by the Connecticut State Department of Education. The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE); National League for Nursing; the Master of Science in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy (ACOTE); the Doctor of Physical Therapy is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE); the Bachelor of Arts or Science in Social Work program is accredited by the Council on Social Work Education; and the Jack Welch College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.

MEMBERSHIPS
AACSB, the Association to Advance Collegiate Schools of Business
Accreditation Council for Occupational Therapy Education (ACOTE)
Alpha Sigma Lambda Honor Society (ASL)
American Accounting Association
American Alliance of Health, Physical Education and Recreation
American Association for Higher Education
American Association of College Baseball Coaches (AACBC)
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Colleges for Teacher Education (AACTE)
American Association of Colleges for Teacher Education – CT (AACTE-CT)
American Association of Collegiate Schools and Programs
American Chamber of Commerce in Luxembourg
American College Counseling Association (ACCA)
American College Health Association (ACHA)
American College Personnel Association (ACPA)
American Council on Education (ACE)
American Counseling Association (ACA)
American Educational Research Association
American Football Coaches Association (AFCA)
American Management Association (AMA)
American Mathematical Society
American Physical Therapy Association (APTA)
American Speech Language Pathology Association
American Psychological Association
American Society of Composers, Authors and Publishers (ASCAP)
Association for Computing Machinery
Association for North East Business Deans
Association for Specialists in Group Work (ASGW)
Association for Student Affairs at Catholic Colleges and Universities (ASACCU)
Association of American Colleges and Universities (AACU)
Association of Catholic Colleges and Universities (ACCU)
Association of College and University Housing Officers (ACUHO)
Association of College and University Unions (ACUI)
Association of College Administration Professionals (ACAP)
Association of College and University Housing Officers International
Association of College Honor Societies
Association of College Unions International (ACUI)
Association of Collegiate Business Schools and Programs
Association of Conferences and Events Directors (ACED)
Association of Departments of English
Association of Governing Boards
Association of Graduate Programs in Ministry
Association of Institutional Research
Association of International Educators
Association of Professors/Researchers in Religious Education
Association of Schools of Allied Health Professions
Association of Student Judicial Affairs (ASJA)
Association of Title IX Administrators (ATIXA)
Association of University Programs in Health Administration
Berkshire County Counselors Association (BCCA)
Bridgeport Higher Education Alliance (BHEA)
Bridgeport Regional Business Council (BRBC)
Business Council of Fairfield County
Canadian Academic Accounting Association
Catholic Campus Ministry Association
Catholic Library Association
Centesimus Annus Pro Pontifice (CAPP-USA)
Chi Sigma Iota (CSI)
Chief Administrators of Catholic Education
College and University Professional Association for Human Resources (CUPA-HR)
College Art Association
College Athletic Business Management Association (CABMA)
College Athletic Trainers’ Society (CATS)
College Board
College Consortium for International Studies
College Entrance Examination Board and Scholarship Service Collegium
Colonial Athletic Association (CAA)
Commission on Accreditation of Athletic Training Education Programs (CAATE)
Commission on English Languages Program Accreditation (CEA)
Community-Campus Partnerships for Health
Commission on Collegiate Nursing Education
Connecticut Association of Colleges and Universities for Teacher Education
Connecticut Association of Latino and Hispanic Education (CALAHE)
Connecticut Association of Professional Financial Aid Administrators (CAPFAA)
Connecticut Bursar Group
Connecticut Campus Compact Steering Committee
Connecticut Career Counseling Association (CCCA)
Connecticut Colleges Purchasing Group (CCPG)
Connecticut Conference of Independent Colleges (CCIC)
Connecticut Cooperative Education and Internship Association
Connecticut Counseling Association (CCA)
Connecticut Distance Learning Consortium (CTDLC)
Connecticut League for Nursing Connecticut School Counselor Association (CSCA)
Connecticut Nurses Association
Connecticut Library Consortium
Connecticut Softball Collegiate/Scholastic Hall of Fame (CSCSHF)
Connecticut Speech Language Hearing Association
Connecticut Teachers of English to Speakers of Other Languages (CONNTESOL)
Connecticut Technology Council (CTC)
Council for Accelerated Programs (CAP)
Council for Adult and Experiential Learning (CAEL)
Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)
Council for the Advancement and Support of Education (CASE)
Council for the Accreditation of Educator Preparation (CAEP)
Council of Connecticut Library Directors
Council of Graduate Schools Council of Independent Colleges
Council on Social Work Education
East End Counselors Association (EECA)
Eastern Association of Colleges and Employers (EACE)
Eastern Association of Colleges and University Business Officers (EACUBO)
Eastern Association of Student Financial Aid Administrators (EASFA)
Eastern Athletic Trainers’ Association (EATA)
Eastern College Athletic Conference (ECAC)
Eastern Intercollegiate Volleyball Association
Educational and Institutional Cooperative Purchasing (E&I)
Entrepreneurship Institute
European American Chamber of Commerce in the US
European Council of International Schools (ECIS)
Fairfield Chamber of Commerce
Fairfield County Business Council
Fairfield County Library Administrators Group
Financial Planning Association (FPA)
Forum for World Affairs
Forum on Education Abroad
Greater Bridgeport Latino Network (GBLN)
Greater New Haven Chamber of Commerce
Greater Norwalk Chamber of Commerce
Greenwich Chamber of Commerce
Hispanic Advisory Council of Greater Stamford (HACGS)
Institute for European Studies/Institute for Asian Studies
Institute for International Education
Institute of Management Accounts
Institute of Management Consultants
Intercollegiate Association for Marriage and Family Therapists
Intercollegiate Bowling Association
Intercollegiate Tennis Association (ITA)
International Consortium of the National Council of Teachers of English
Kiwanis Club of Bridgeport
Lilly Fellows Program (LFP)
Luxembourg American Chamber of Commerce (LACC)
Massachusetts Higher Education Consortium (MHEC)
Massachusetts School Counselor Association (MSCA)
Mathematics Association of America
Metro Atlantic Athletic Conference (MAAC)
Metro New York College Placement Officers Association (MNYCPOA)
Modern Languages Association (MLA)
NAFSA: Association of International Educators
National Academic Advising Association (NAAA)
National Association for College Admission Counseling (NACAC)
National Association for Developmental Education
National Association of Educational Buyers (NAEB)
National Association for Lay Ministry
National Association for Pastoral Musicians
National Association of Athletics Compliance Coordinators (NAACC)
National Association of Campus Activities (NACA)
National Association of Catholic Colleges Admissions Counseling (NACCAC)
National Association of Church Personnel Administrators
National Association of College Admissions Counselors
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of College Athletic Directors
National Association of College Auxiliary Services (NACAS)
National Association of College Basketball Coaches (NACBC)
National Association of Colleges and Employers (NACE)
National Association of Collegiate Directors of Athletics (NACDA)
National Association of Collegiate Marketing Administrators (NACMA)
National Association of Foreign Student Advisors
National Association of Graduate Admissions Professionals (NAGAP)
National Association of Independent Colleges and Universities
National Association of International Educators
National Association of Schools of Art and Design
National Association of Social Workers
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Student Personnel Administrators (NASPA)
National Athletic Trainers’ Association (NATA)
National Athletic Trainers’ Association Board of Certification (NATABOC)
National Board for Certified Counselors (NBCC)
National Career Development Association (NCDA)
National Catholic Educational Association
National Catholic Student Coalition
National College of Sports Medicine
National Collegiate Athletic Association (NCAA)
National Collegiate Licensing Association (NCLA)
National Conference of Catechetical Leadership
National Council for Accreditation of Teacher Education (NCATE)
National Council for Teachers of English
National Council for Teachers of Math
National Fastpitch Coaches Association (NFCA)
National Intramural and Recreational Sports Association (NIRSA)
National League for Nursing
National Organization of Nurse Practitioner Faculties
National Orientation Directors Association (NODA)
National Society of Experiential Education (NSEE)
National Strength and Conditioning Association (NSCA)
New England Affiliate of College and University Residence Halls (NEACURH)
New England Association of College Admissions Counseling (NEACAC)
New England Association of College and University Housing Officers (NEACUHO)
New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
New England Association of Schools and Colleges
New England Intercollegiate Softball Coaches Association (NEISCA)
New England Occupational Therapy Educational Council
New England Resource Center for Higher Education (NERCHE)
New England Transfer Association (NETA)
New Haven Chamber of Commerce
New Jersey Association of College Admissions Counseling (NJACAC)
New York Association of College Admissions Counseling (NYACAC)
Northeast Association of Student Employment Administrators
Northeast Conference (NEC)
Northeast Conference Baseball Committee
Overseas Association of College Admissions Counseling (OACAC)
Pennsylvania Association of College Admissions Counseling (PACAC)
Phi Delta Kappa, International Religious Educational Association
Sigma Xi Scientific Research Study
Society for Industrial and Applied Mathematics
Society for the Scientific Study of Religion
Society of University Planners
Stamford Chamber of Commerce
Strategic Enrollment Management (SEM)
Teachers of English to Speakers of Other Languages (TESOL)
The Business Council of Fairfield County (BCFC)
The Tuition Exchange
The World Affairs Forum (WAF)
United States Patent and Trademark Libraries
University Professional and Continuing Education Association (UPCEA)
University Risk Management and Insurance Association (URMIA)
Western Massachusetts Counselors Association (WMCA)
Western, Rockland, Putnam Counselors Association (WRPCA)
Western Suffolk Counselors Association (WSCA)
World Criminal Justice Library Network
Mission and History

MISSION STATEMENT
Sacred Heart University is a coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition whose primary objective is to prepare men and women to live in and make their contributions to the human community. The University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world. It does this by calling forth the intellectual potential of its students, nurturing each one's spiritual and moral growth, and deepening in them a sense of social responsibility. The University is committed to combining education for life with preparation for professional excellence. Sacred Heart University is Catholic in tradition and spirit. As a Catholic university, it seeks to play its appropriate role in the modern world. It exemplifies in its life the Judeo-Christian values of the Godgiven freedom and dignity of every human person. Inspired by the ecumenical spirit of the Second Vatican Council, Sacred Heart University welcomes men and women of all religious traditions and beliefs who share its concerns for truth, scholarship, the dignity of the human person, freedom, and the betterment of human society. It values religious diversity as enhancing the University community and creating opportunities for dialogue in the common search for truth. Through its curricular and co-curricular activities and campus ministry programs, the University provides the context in which students have the opportunity to appropriate in a critical fashion their own religious traditions. Sacred Heart University challenges its students to think critically, analyze carefully, evaluate with a sense of justice and proportion, and convey conclusions in an intelligible and articulate fashion. The University provides the environment in which its students can develop the aesthetic dimension of life by nurturing their abilities to imagine, create and appreciate. It assists students to acquire a rich understanding of their own cultural and family heritages so as to assume their responsibilities as conveyors and creators of culture and family. As a community of teachers and scholars, Sacred Heart University exists for the pursuit of truth. It joins with other colleges and universities in the task of expanding human knowledge and deepening human understanding. It encourages and supports the scholarly and artistic work of its faculty and students. Further, it has a responsibility to share its resources and its special gifts and talents for the betterment of the human community. All members of the University community are encouraged to participate in the wider community through service to others, especially the poor. From its founding, the University has been recognized for its caring approach to students. This expresses the University's belief that each student is born with a unique set of qualities and skills. It respects the personal and academic freedom of each of its members while, at the same time, fostering a genuine experience of community. By so doing, it creates the environment in which each person in the University shares in common goals and a common commitment to truth, justice, and concern for others.

HISTORY
Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide an affordable, quality education at a Catholic university. From its outset, the University bore the mark of innovation. Charting a new direction within American Catholicism, the University was to be led and staffed by the laity, as an independent Catholic University. Signs of the University's growth and vibrancy are evident. The enrollment has risen from the original class of 173 students to more than 5,700 full- and part-time undergraduate and graduate students in Fall 2006. Correspondingly, the faculty has increased from 9 to over 190
full-time professors and a cadre of dedicated affiliate faculty members. The University has grown and has enhanced the undergraduate student experience in several other ways. In 1990, it accepted for the first time students who wanted the “residential” experience. It now has ten residence halls, and 66% of the full-time undergraduate students live in University housing. New degree programs and majors in relevant disciplines are consistently added to our curriculum. The University offers Division I athletics with 32 varsity teams. The expansive William H. Pitt Health and Recreation Center is available to all students and the community at large. Recognizing the importance of technology, Sacred Heart University provides all undergraduate students with a laptop computer. The University campus is a wireless environment. The University consists of five colleges: College of Arts and Sciences, Jack Welch College of Business, Isabelle Farrington College of Education, the College of Health Professions, and University College. The latter is committed to the adult learner and provides continuing education programs. Its evening, weekend and accelerated courses earn praise for their diversity and relevance to changing lifestyles. An ever-widening outreach to the community balances the University’s commitment to academic excellence. The Center for Spirituality and Ministry educates men and women for pastoral, administrative, catechetical and other Church ministries. The Center for Christian-Jewish Understanding, which earned the personal endorsement of Pope John Paul II, has become a global leader in fostering interreligious dialogue. Closer to home, hundreds of students, faculty and staff volunteer their services in the community each year. The Center for Strategic Planning for Not-for-Profit Organizations provides business assistance to qualified groups at no cost. Through the Sacred Heart University–St. Charles Health and Wellness Center, faculty and students from Nursing, Physical Therapy, Psychology, Occupational Therapy and related disciplines bring the assets of contemporary health care practices and services to an at-risk population to the multicultural communities of St. Charles Church and neighborhood residents on Bridgeport’s East Side. The administration, faculty and staff, and students are proud to carry the Founder’s vision and the University’s mission into the third millennium.

LOCATIONS
Located on 56 suburban acres and adjacent properties in Fairfield, Connecticut, the main campus is just minutes from Exit 47 off the Merritt Parkway (Route 15), about one hour north of New York and less than three hours south of Boston. Major extension sites of the University are located in Stamford and Griswold, Connecticut. The University also offers a Master of Business Administration degree and undergraduate study abroad in the Grand Duchy of Luxembourg.

Main Campus, Fairfield

Full-Time Admissions
Sacred Heart University 5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7880 FAX: 203-365-7607
E-mail: enroll@sacredheart.edu

Part-Time Admissions
Sacred Heart University 5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7830 FAX: 203-365-7500
E-mail: ucadmissions@sacredheart.edu

Griswold
Sacred Heart University at Griswold
Griswold High School
267 Slater Avenue
Griswold, CT 06351
860-376-8408 FAX: 860-376-1798
E-mail: christensenk@sacredheart.edu

Luxembourg
Sacred Heart University at Luxembourg
7, rue Alcide de Gasperi
Chambre de Commerce – Bâtiment B, 1st Floor
L-2981 Luxembourg
Luxembourg
352-22-76-13 FAX: 352-22-76-23
E-mail: admissions@shu.lu
Stamford
Sacred Heart University at Stamford
12 Omega Drive
Stamford, CT 06907
203-323-4959 FAX: 203-323-4974
E-mail: ucstamford@sacredheart.edu
Sacred Heart University at Landmark Square
3 Landmark Square
Stamford, CT 06901

Discrimination
Sacred Heart University does not discriminate on the basis of race, color, religious creed, age, gender, marital status, national origin, disability, sexual orientation or veteran status in the administration of its educational policies, admission policies, athletic programs, or administered programs. Any behavior or action that excludes, harasses, or discriminates based on any of the above characteristics is unacceptable and subject to disciplinary action. Any person who has a complaint regarding any unlawful discrimination may obtain the procedures to file a complaint from the Executive Director of Human Resources Department, Julia Nofl, 203-365-4837. A complaint by a student for unlawful discrimination in violation of Sacred Heart University policies or state or federal law regarding disability may also be filed with the Director of Special Services located at the University's Jandrisevits Learning Center who will direct the complaint to Human Resources. The procedures are set forth as an appendix to this catalog.

Curriculum
The University responds to community needs with programs of study and courses that offer up-to-date specialized information and skills. At the same time, it maintains a commitment to the intellectual development of its students within a well-defined liberal arts program rooted in the Catholic intellectual tradition.

The University offers baccalaureate candidates a choice of 30 majors in the areas of liberal arts, business and professional studies. Candidates seeking an associate degree can choose from Associate of Arts/General Studies or Associate of Science in Computer Science degree. Master’s degree programs are offered in the fields of:
- Accounting (M.S.)
- Applied Psychology (M.S.)
- Business Administration (M.B.A.)
- Chemistry (M.S.)
- Computer Science and Information Technology (M.S.)
- Clinical Nurse Leader (M.S.N.)
- Criminal Justice (M.A.)
- Communications (M.A.)
- Cyber Security (M.S.)
- Digital Marketing (M.S.)
- Environmental Science and Management (M.S.)
- Exercise Science and Nutrition (M.S.)
- Family/Nurse Practitioner (M.S.N.)
- Film and Television Production (M.A.)
- Healthcare Informatics (M.S.)
- Human Resource Management (M.S.)
- Nursing Education (M.S.N.)
- Master of Arts in Teaching (M.A.T.)
- Occupational Therapy (M.S.)
- Patient Care Services Administration (M.S.N. or M.S.N./M.B.A.)
- Religious Studies (M.A.)
- Teaching (M.A.T.)

Professional certificates (Sixth Year) in administration, CT. Literary Specialist and advanced teaching are also offered.

A post-master’s professional certificate is also available in Family Nurse Practitioner. Professional doctoral degree programs are offered in Physical Therapy (DPT), Nursing Practice (DNP) and DBA in Finance.
Admissions

Admissions Process For Full-Time Study

The Office of Undergraduate Admissions coordinates the admission of prospective students interested in full-time study (12 credits or more per semester). The different categories of full-time admission and the appropriate application requirements are described below.

FRESHMAN ADMISSIONS

A candidate for full-time admission to Sacred Heart University as a freshman should submit to the Office of Undergraduate Admissions a completed application (the University uses the Common Application) with the application fee, a high school transcript, one letter of recommendation, and an essay. A visit to campus and an interview is strongly recommended to complement the required credentials.

TRANSFER ADMISSIONS

The University accepts full-time students transferring from other regionally accredited colleges on a rolling basis. Prospective transfer students are required to submit to the Office of Undergraduate Admissions an application for transfer admission (the University has its own) along with their proof of completion of a high school diploma (official high school transcript or GED) or the receipt of an Associate’s Degree (posted on official college transcript), if applicable, additional official college or university transcripts, one letter of recommendation, an essay, and the application fee. An interview on campus is strongly recommended. If you have completed less than 12 credits, please submit a mid-semester grade report during the application process.

A student who has left Sacred Heart University for 2 consecutive semesters or longer is required to reapply for full-time admission to the University through the transfer admissions process.

INTERNATIONAL ADMISSIONS

Sacred Heart University welcomes students from around the world. International students are eligible to apply to the undergraduate program for full-time study at Sacred Heart University if they have completed the equivalent of a United States secondary school education (approximately twelve years of formal education) and have the appropriate diploma or satisfactory results on leaving examinations.

Sacred Heart University classifies an international student as a student who does not hold U.S. citizenship or U.S. Permanent Residency (U.S. Resident Alien) or Deferred Action for Childhood Arrivals (DACA) and one who must obtain an F1 student visa to study in the United States. This includes students who are living and/or studying outside the U.S. and students who are living and/ or studying in the U.S. at the time of their application for admission.

Sacred Heart University prefers that international students submit the following information to the Office of Undergraduate Admissions before November 1 for January entrance and before March 1 for September entrance.

A completed undergraduate admissions application must include:

- Complete Online Application for International Students.
- A non-refundable application fee of $50 USD.
- Official scholastic records from all secondary schools and college/ universities attended which may include semester-by-semester mark sheets, academic transcripts, grade reports, final examination results, diplomas and degree certificates from every college or university attended showing dates attended, course titles, grades obtained,
credit hours if any, and the conferral of a bachelor’s degree. In addition, an explanation of the secondary/university/college grading system must be provided along with transcripts.

- One letter of recommendation.
- A course-by-course credential report from World Educational Services, or a similar company, is required for all students who wish to transfer and receive academic credit for coursework taken at another college or university outside the U.S.
- For all non-native English speakers, an official English language proficiency examination is required. The following examinations and minimum scores are accepted:
  - TOEFL score of 550 on the paper-based test or 80 on the TOEFL iBT
  - IELTS – 6.5
  - SHU ELI online placement exam – 96
  - SHU ELI CaMLA EPT 70
  - SHU ELI MELAB – 80 (proctored on-site at SHU)
  - PTE – 62
  - iTEP – 5
  - Cambridge Certificate in Advanced English (CAE) – 5.5
  - Cambridge Certificate in Proficiency in English (CPE) – 5.5
- Official SAT or ACT test scores (optional)
- Copy of passport, specifically the page(s) containing identification data and signature of bearer.
- An official certified bank statement or government financial guarantee in English and U.S. dollar figures, signed by a bank or government official and dated within six months of enrolling at Sacred Heart University verifying the student’s, the student’s family and/or sponsor’s ability to pay the full cost required to attend SHU for one year (tuition, room, board, books, travel expenses, health insurance).
- The Immigration I-20 form (the form needed to obtain a student F1 visa from a U.S. embassy or consulate) will be issued by SHU after the student has been accepted to the University, and proof of financial support in the form of an official bank statement or financial guarantee is submitted. The issuance of an I-20 and subsequent F-1 visa constitutes a legal agreement with the U.S. government binding the student to maintain full-time enrollment (at least 12 credits per semester) at all times except during the summer session. Employment in the U.S. is only allowed if authorized by the Immigration and Naturalization Service.

NOTE: Materials that are received by fax (203-365-7607) and email will be used as working documents only and are considered to be unofficial. Such documents may be used for making an admission decision, however, original or photocopies with a school seal and signature are required when a student enrolls at Sacred Heart University.

Submission of falsified documents is grounds for denial of admission or dismissal from the University.

TRANSFER, ADVANCED PLACEMENT AND COLLEGE EQUIVALENT CREDIT

Transfer Credit
Credit is awarded for courses that carry grades of C or better and that parallel Sacred Heart University offerings. The University reserves the right to examine selected courses to determine whether or not their content and quality fit the University’s purpose and goals. Sacred Heart University will accept a maximum of 66 credits from two-year colleges and 90 credits from four-year institutions.
THE ADVANCED PLACEMENT PROGRAM

Beginning with academic year 2008-2009, credit will be given for scores of 4 or 5 on the College Entrance Examination Board Advanced Placement Examination. A grade of T is assigned for these credits. When Advanced Placement credit is awarded, as determined by the Academic Department, for work that is the equivalent of specific Sacred Heart University courses (e.g., Biology 111), students may not take those courses for credit.

All requests and applications for Advanced Placement should be made to the Office Undergraduate Admissions before classes begin in the year of entrance to the University. Receipt by the Office of Undergraduate Admissions of an Advanced Placement score report, directly from the College Board, will be considered an application for Advanced Placement and college credit.

INTERNATIONAL BACCALAUREATE PROGRAM

Sacred Heart University considers the International Baccalaureate outstanding for its integrated curriculum and rigor. A student awarded the International Baccalaureate Diploma will have his or her individual diploma examinations recorded as transfer credit. If a student does not attain the International Baccalaureate Diploma but presents individual Higher Level examinations with scores of 4, 5, 6 or 7, he or she will receive 6–8 credits per examination (depending on the Sacred Heart University course equivalency), up to a total of 30 credits. These individual credits may be applied to general education/core, a major or an elective. No credit will be awarded for Subsidiary examinations. A student who has been granted credit in a particular area may not enroll for courses that will repeat his or her work in the subject. Students should have their International Baccalaureate Diploma or International Higher Level examination scores sent to the Office of the Registrar.

ACCEPTANCE PROCESS

Sacred Heart University enrolls full-time students in undergraduate programs of study in August and January.

The University accepts full-time, first-year students through the Early Action program (fall terms), Early Decision program (fall term) or the Regular Decision program. Transfer applicants are reviewed on a rolling basis.

A student who is denied full-time admission is not allowed to begin classes on a part-time basis.

EARLY DECISION PROGRAM

Students who consider Sacred Heart University their first choice and have demonstrated above-average academic performance may apply under the Early Decision program. Contact the Office of Undergraduate Admissions for the Early Decision program application deadline. In addition, all Early Decision candidates are required to interview with an Admissions Counselor in the Office of Undergraduate Admissions prior to the Early Decision deadline. The University's Early Decision program is binding; therefore, students...

EARLY ACTION PROGRAM

Students who consider Sacred Heart University one of their top choices and wish to learn of their admission early in senior year, may apply through the Early Action Program. Students who choose to apply Early Action should feel they can present the strongest application possible by the end of first term senior year. Prospective students wishing to apply for Early Action should reference the undergraduate admissions website for deadline information. Students who are accepted and who choose to enroll at the University are required to submit a nonrefundable acceptance deposit. The University observes a May 1 deposit deadline for all students accepted prior to April 15. Deposits received or postmarked after May 1 will be accepted on a space-available basis.
accepted to the University under the Early Decision program are required to submit a nonrefundable acceptance deposit. Those who apply for Student Financial Assistance will have the opportunity to preview a financial assistance package in advance of making the binding commitment with the enrollment deposit. To be considered for a financial assistance package in our early decision program, the CSS Profile must be completed. Students deferred through the Early Decision program will be considered through the Rolling Admissions process.

REGULAR DECISION PROCESS

All other candidates for admission will be evaluated through the Regular Decision process. Decision letters for completed applications will begin to be sent in February. If financial assistance and housing are a consideration, students should submit their applications no later than March 1 for September enrollment and December 1 for January enrollment.

Students who are accepted and who choose to enroll at the University are required to submit a nonrefundable acceptance deposit. The University observes a May 1 deposit deadline for all students accepted prior to April 15. Deposits received or postmarked after May 1 will be accepted on a space-available basis.

Correspondence should be directed to:

Office of Undergraduate Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
Phone: 203-371-7880
Fax: 203-365-7607
E-mail: enroll@sacredheart.edu

Connecticut law requires that students born after December 31, 1956, provide proof of measles immunization: http://www.sacredheart.edu/offices/services/wellnesscenter/healthservices/healthservicesforms/

VISITING STUDENTS

Visiting students are required to complete a registration form and make sure that they have completed any prerequisites for the course(s). Students are responsible for checking with their home institution if they are planning to transfer the credits.

Connecticut law requires that students born after December 31, 1956, provide proof of measles immunization: http://www.sacredheart.edu/offices/services/wellnesscenter/healthservices/healthservicesforms/

Registration is ongoing.

Although not required, it is recommended that students meet with an advisor from their major periodically to ensure completion of the program in a timely manner. Students seeking admission to University College do not need prior college experience to begin their studies, and standardized tests are not required.

Correspondence should be directed to:

University College

TASTE OF COLLEGE FOR HIGH SCHOOL SENIORS AND SENIOR CITIZENS

The Taste of College program is a special admissions program to encourage currently enrolled high school juniors and seniors who show exceptional academic accomplishments to participate in college-level courses. Students need to present an application, a letter of recommendation from their high school guidance counselor and a high school transcript. Students will receive three college credits after successful completion of the course. Also, adults 62 years or older may take college courses on a seat-available basis. Selected course offerings vary each semester. High school seniors must be recommended by their high school counselor and should contact the Undergraduate Admissions Office at 203-371-7880 for information. Senior citizens should contact University College at 203-371-7830 for more
OTHER INTERNATIONAL EXAMINATIONS
Students who wish to receive credit for international school leaving examinations other than the International Baccalaureate should have copies of their results sent to the Office of International Admissions who, in consultation with the Registrar and respective academic departments, will determine the amount of credit to be given and the distribution of such credit. A student who has been granted credit in a particular area may not enroll for courses that will repeat his or her work in the subject.

For the most commonly presented international/foreign examinations, the guideline of acceptance of college credit is:

- French Baccalaureate—scores of 12–20
- German Abitur—scores of 7–15 (“befriedigend” or better)
- Swiss Matura—scores of 5 or 6
- United Kingdom “A” Level General Certificate Examinations—grade of A, B or C

Other international/foreign examinations presented are evaluated for credit by the University Registrar, in consultation with appropriate departments and appropriate international evaluation credential agencies, such as the World Education Services, Inc., located in New York City.

Admissions Process for Part-Time Study
All part-time undergraduate students, (summer and winter intersession students) are admitted through University College.

If an individual is a first-time student, he/she must submit a high school transcript or its equivalent and meet with an academic advisor to discuss educational goals.

After receiving acceptance into a degree program, the student will review the individualized plan of study with an advisor, and use this worksheet when registering for future classes.

New students should follow these easy steps to become students at Sacred Heart University:

Complete an application and make an appointment to meet with a part-time admissions advisor. The application form is available online at www.sacredheart.edu/applyuc.cfm. Whenever possible, transfer students should fax a copy of their college transcript(s) to University College at 203-365-7500 prior to their appointment. The advisor will perform a preliminary evaluation of any transfer credits, and during the initial meeting will answer any questions, discuss program requirements, and help students register for a class.

pts have been reviewed, but an acceptance has not yet been issued, students may register for up to 12 credits. Registration forms are available on our website: www.sacredheart.edu/media/sacredheart/universitycollege/2013-SHU-UC-Part-Time-Registration-Form.pdf

COLLEGE CREDIT BY EXAMINATION—NATIONAL TESTING PROGRAMS
EXCELSIOR, CLEP and DANTES
These are national programs awarding college credit by examination.

The University awards credit for CLEP, DANTES, and certain EXCELSIOR exams. College credit is awarded when a student successfully passes an exam, see www.sacredheart.edu/cleptransfer.cfm. Credit is awarded only in areas where the student does not have prior credit applied toward a degree.

Students may not take exams in a graduating semester.
Sacred Heart University offers the nursing student the opportunity to take EXCELSIOR exams in Anatomy and Physiology I and II, and the National League for Nursing (NLN) challenge exam in Microbiology. For additional information concerning these exams, contact the Nursing Programs Office at 203-371-7715.

**ASSESSMENT OF PRIOR LEARNING PROGRAM**

Recognizing that higher education also occurs outside the classroom, the University awards academic credit to students for what they have learned through life and/or work experience in very exceptional circumstances. This experience can be the result of self-education, professional certification, in-service training programs, volunteer work or management work.

In order to apply for credit, the student must be enrolled at the University in the semester in which the portfolio is submitted. Credit is awarded only for experience that parallels the University’s courses and programs. This credit can be used in the core curriculum, in the major or as free electives, as long as the student completes at least 30 credit hours in the classroom, with one-half of the major taken in the classroom at Sacred Heart University. No more than 60 credits can be awarded for prior learning and CLEP, DANTES and EXCELSIOR combined. This credit is not awarded in areas where National Testing Programs are applicable.

For this process of Prior Learning Assessment, Sacred Heart University has partnered with Connecticut state cikkefe so our students will benefit from a long-standing PLA program from which SHU accepts transfer credits.

The process includes enrolling in a portfolio course that is designed to help students analyze their experience, relate it to specific college courses, determine what the learning objectives and/or topics covered in the course would be, and choose appropriate supporting documentation. It guides the students through the process of constructing a resume, identifying areas where you have college level knowledge, writing a biographical overview of your relevant background, analyzing course knowledge components, and completing a narrative essay that will do the following:

- Describe what you know
- Relate that knowledge to every course knowledge component that you have identified
- Specify when, where and how you acquired that knowledge
- Present each piece of supporting documentation and describe how it supports your claim to knowledge

A portfolio(s) is then submitted for evaluation. Credits earned can then be transferred to SHU.

For additional information on the Assessment of Prior Learning program, contact University College at 203-371-7830.

Withdrawals from courses must be made in person through the Office of the Registrar. Official withdrawal is necessary.
Expenses and Student Financial Assistance

Tuition and Fees
Subject to approval by the Board of Trustees (Academic Year 2015-2016)

GENERAL INFORMATION
All tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made. Students will not be allowed to register with a prior balance. A degree will not be conferred and a transcript and/or educational verification will not be issued until all financial obligations to the University have been met. The University reserves the right to require any past balance to be paid by certified check.

FULL-TIME STUDENT*
Tuition (12–18 credits): $18,460/semester
Athletic and Recreation Fee: $125/semester
Overload (19 or more credits): $1,000/credit
Audit Tuition: $835/course

Room and Board*
Housing fee varies per residential hall
Room: $4,950 to $5,000/semester
Board: $945 to $2,520/semester

All residential dorms require meal plans. Refer to Student Accounts webpage at www.sacredheart.edu for additional information/requirements.

PART-TIME STUDENT*
Tuition (1–11 credits): $600/credit
Full-time to Part-time Undergraduate Per Credit Rate (1-11 credits): $1,231/Credit
Registration Fee (nonrefundable): $115/semester

OTHER FEES*
Auditors Registration Fee (nonrefundable): $115/term
Lab (per course, nonrefundable): $20-$465/course
Exercise Science Program Fee: $575
Athletic Training Program Fee: $575
Nursing Assessment Fee: $455
Nursing Program Fee: $580
Music Lessons:
  MU 131 (1 credit): $265
  MU 132 (2 credits): $530
Jack Welch College of Business Fee: $750/semester

Athletic Program Fee: $750
Exercise Science Program Fee: $750
Credit Card Reject Fee: $50
Guaranteed Payment Plan:
  Credit Card Reject Fee: $90
  Credit Card Reject Fee: $50
  Returned Check Fee: $40
Study Abroad Fee: $700/$250/semester
Taste of College: $133/credit (Max 6 credits)
Senior Citizen Program: $100/credit (Max 6 credits)
Health Insurance – Full-time Undergraduate: $1,590/year
Health Insurance – Part-time Undergraduate: $1,951/year
Transcript**: $9.95/transcript
Graduation Fee Part-time Undergraduate: $155

*For more detailed tuition and fees information, refer to the Student Accounts Web page at www.sacredheart.edu.

**Transcripts, diplomas, and employee verifications are not released if any balance is due the University.

It is the sole responsibility of the student to maintain a current mailing address with the Registrar’s Office to update their mailing
HEALTH INSURANCE
All full-time undergraduate students are required to have Health Insurance, therefore, students are automatically enrolled in the University’s Health Insurance Plan. Students already covered by health insurance may waive the University plan by going to www.kostergallagher.com.SHU. All full-time Undergraduate International Students are enrolled in the University insurance program and cannot waive out. For further information, contact Health Services at 203-371-7838.

PAYMENT OF TUITION AND FEES
Students can pay tuition and other fees in full by cash, check, or money order. All checks should be made payable to Sacred Heart University. Cash payment must be made in person at the Cashiers Window (SC100) in the Academic Building.

For online payments, go to www.sacredheart.edu.

Monthly Payment Plan Options
A monthly payment plan is available during regular terms (Fall and Spring). For additional information and/or to enroll, go to www.sacredheart.edu.

Late Fee
If a payment is received later than the due date, a finance charge will be assessed at the rate of .75% per month, annual rate of 9%.

Guaranteed Payment Plan
This program enables part-time students to register for a term without tuition payment at the time of registration. Further information regarding the Guaranteed Payment Plan can be obtained online at www.sacredheart.edu.

WITHDRAWALS/REFUNDS
Withdrawals from courses must be made through the Office of the Registrar. Full-time students withdrawing from the University must see the Assistant Dean, College of Arts and Sciences or the Director of Advisement for an exit interview.

Part-time students withdrawing from the University or from individual classes must obtain a course withdrawal form from the Registrar’s Office.

Official withdrawal is necessary to ensure the proper entry of grades on the transcript and the determination of any refund, if applicable.

Withdrawal from the University within four weeks from the beginning of a semester entitles the candidate to a proportional refund of tuition. Refunds are granted only if the candidate complies with the withdrawal procedures as prescribed by the Registrar’s office.

Tuition refunds based on full tuition charges are:
100% Before start of first week of classes
80% Before start of second week of classes
60% Before start of third week of classes
40% Before start of fourth week of classes
20% Before start of fifth week of classes
0% After start of fifth week of class

Tuition refund for Weekend University charges are:
Tuition refund for SHU Online programs is 100% prior to start of First week, 80% during First week of class, and 0% after First week.

All refunds can take four to six weeks to process. After withdrawing, students must contact Student Accounts at 203-371-7925 to receive a refund. Refunds are only given to students who have no outstanding balances.

Pioneer Plus Card
To set up electronic refund preference, go to PioneerPlusCard.com.

Refund Allocation Policy for Federal Financial Aid Funds
Withdrawing from all courses is considered withdrawing from the University. If you
do this before 60% of the semester is completed (approximately 8–9 weeks into the semester), your financial aid award will be recalculated, according to the percentage of the semester you have completed. The formula for calculating this percentage is:

\[
\frac{\text{Days enrolled} - \text{Official breaks of five days or longer}}{\text{Total number of class days in the semester}}
\]

RETURNING AID
If you have been awarded Title IV (federal) or state aid and you withdraw before completing 60% of the semester, some portion of your financial aid must be returned. The above formula determines what portion of the aid must be returned and the list below indicates the order in which the aid is returned.

Refunds to Federal Title IV programs are made in this order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Graduate PLUS Loan
5. Federal Parent Loan for Undergraduate Students PLUS
6. Federal Pell Grant
7. Federal Supplemental Educational Opportunity Grant (SEOG)
8. Other federal sources of aid
9. Other state, private, or institutional aid
10. The Student

Refund examples are available in the Office of Student Financial Assistance. It is important to discuss withdrawal and refund as it pertains to the individual student, and its implications for federal student loan repayment and future eligibility for financial assistance.

STUDENT FINANCIAL ASSISTANCE
The University is committed to helping students plan financially for their college education. The Office of Student Financial Assistance advises students in their effort to locate appropriate financial resources.

Financial assistance is generated from a variety of sources including federal, state, university and other private or local resources. These sources provide grants, loans, scholarships and part-time employment to assist students with the cost of their education.

Students who need assistance in formulating a financial plan for college should contact the Office of Student Financial Assistance at 203-371-7980. Confidential appointments can be arranged to discuss personal financial situations and all possible avenues of financial assistance.

FAMILY DISCOUNT PLAN
The Family Discount Plan offers a reduction in undergraduate tuition costs when two or more individuals from the same family are enrolled as full-time undergraduates at the University. Each full-time undergraduate student must take at least 12 undergraduate credits during the period of the award.

Family discount forms can be obtained from the Office of Student Financial Assistance prior to registration, or go to the Financial Assistance webpage www.sacredheart.edu

ELIGIBILITY
Undergraduate students are eligible for financial assistance provided they are citizens or permanent residents of the United States and are enrolled in the University on at least a half-time basis working toward a degree.

In addition, students must maintain satisfactory academic progress and be in good standing in their course of study.
For purposes of determining student eligibility for financial assistance under Title IV, HEA programs, the University establishes, publishes and applies Satisfactory Academic Progress (SAP) standards that meet all federal requirements. To be eligible to receive federal financial aid, a student is required to maintain satisfactory academic progress in his or her course of study according to the University’s published standards. SAP standards are based on cumulative measures of a student’s progress toward degree completion. The Office of Student Financial Assistance is responsible for ensuring that all students who receive financial aid meet these standards. To be eligible to receive institutional funds, a student is also required to maintain satisfactory academic progress toward degree completion.

For more information and the complete policy please visit www.sacredheart.edu/SAP

Students in default on any loan made from a student loan fund at any university or in default on a loan made, insured or guaranteed under the Federal Direct, Perkins or Stafford Loan or Federal PLUS Program are not eligible for assistance.

APPLICATION PROCEDURES

To be considered for financial assistance at Sacred Heart University each year, the student must meet the requirements outlined below:

- All students must complete a Free Application for Federal Student Aid (FAFSA) to be considered for federal or state financial aid. Sacred Heart University’s Title IV Code is 001403.

- New full-time undergraduate student financial assistance applicants must also complete the PROFILE Application with the College Scholarship Service (CSS) to be considered for university or private financial assistance. Returning students who want a re-evaluation for additional university or private financial assistance must also complete the Profile Application. To have an official report sent directly to Sacred Heart University, use the University’s CSS code number 3780.

- Returning students must submit a confidential information form available online through SHU Awards.

Priority deadline to apply for financial assistance is:

New full-time undergraduate students: February 15

Returning undergraduate students: March 15

Additional verification and documentation may be required each year according to individual circumstances, such as parent and student federal income tax transcripts, social security card, citizenship verification, driver’s license and others. You will receive instructions from the Office of Student Financial Assistance regarding submission of the required documents.

NOTIFICATION AND ACCEPTANCE OF FINANCIAL AID AWARDS

All students will be notified of the status of their financial assistance applications and the amount of their awards in writing and/or via our online inquiry system—SHU Awards access is through the University website at www.sacredheart.edu. If satisfied with the award package, the student must accept the award package online within two weeks of notification. Students have the right to request a review of their awarded assistance.

FEDERAL PROGRAMS

Several federally funded programs are available to qualified students who are U.S. citizens.

Federal Pell Grants

Pell Grants are funded by the federal government and are designed to provide financial assistance to undergraduate students who exhibit financial need pursuing
their first undergraduate degree. Pell awards range from approximately $400 to $5,775 a year.

**Federal Supplemental Educational Opportunity Grant (SEOG)**

SEOG awards are provided by federal and institutional funds and are restricted to undergraduate students who demonstrate exceptional financial need. Grants range in amounts from $100 to $4,000 a year.

**Federal College Work-Study (CWS)**

Work-Study is funded by federal and institutional sources. Students who qualify for this program may be assigned a part-time job on campus. Earnings assist in meeting the cost of attending college. Students are paid weekly at a rate established in accordance with federal and University standards.

**Federal Perkins Loan**

The Perkins Loan is a low-interest loan that students may borrow to assist in meeting the cost of a college education. No interest accrues while the student is enrolled on at least a half-time basis. Payment of the loan begins nine months after graduation, or after a change in enrollment to less than half-time or withdrawal from the University.

**Federal Teach Grant**

The TEACH Grant Program is a non need based federal program that provides up to $4,000 per year to students enrolled in an eligible program and who agree to teach as a high-qualified teacher in a high-need field at a low-income elementary or secondary school for at least four years within eight years of completing the program for which the TEACH Grant was awarded. If the grant recipient fails to complete the required teaching service, the TEACH Grant is converted to a Federal Direct Unsubsidized Loan with interest accruing from the date the grant was disbursed.

**Gi Bill/Yellow Ribbon Program**

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. Sacred Heart University will contribute up to the remainder of the tuition and expenses not covered by the national maximum of $20,235.05 that is provided by the VA. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, they may be eligible if they served an aggregate period of active duty after September 10, 2001, of at least 36 months; they were honorably discharged from active duty for a service connected disability and they served 30 continuous days after September 10, 2001; they are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran’s service under the eligibility criteria listed above. For additional information please visit www.sacredheart.edu/pages/27541_yellow_ribbon_program.cfm.

**Federal Direct Stafford Loan (Subsidized and Unsubsidized)**

The Subsidized Stafford Loan is available to students who demonstrate financial need. The government pays the interest on the loan while the student is in school.

The Unsubsidized Stafford Loan is available to students regardless of financial need (i.e., regardless of family income). Students are responsible for interest payments on the loan while attending college, or they may choose to have the interest capitalized.

Students start repayment of the loan(s) (plus interest) six months after they graduate, withdraw or change to less than half-time status. Repayment of principal and interest is spread over a 10-year period. Undergraduate
freshmen may borrow up to $3,500 per year; sophomores, up to $4,500 per year; and juniors and seniors, up to $5,500 per year.

Additional Unsubsidized Stafford Loan limits to undergraduate students increased by $2,000 for loans disbursed on or after July 1, 2008. Independent undergraduate students and dependent students whose parents cannot borrow a PLUS Loan can receive an additional $4,000 for their freshman and sophomore and $5,000 for their junior and senior years.

Federal Direct Parent Loan for Undergraduate Students (PLUS)
PLUS is a loan for parents with good credit histories who have dependent students in school. The federal government requests that a student complete a FAFSA before the parent can receive a Direct PLUS Loan.

The yearly loan limit is the cost of education minus financial assistance. Parents begin making payments 30 to 60 days after they receive the loan and must make payments of at least $50 per month. Parents also may take up to 10 years to pay back the loan.

STATE PROGRAMS
Financial assistance programs are available to qualified students from the state of Connecticut, including the Governor’s Scholarship Program. Many other states also have scholarship programs for residents of their state. For more information, contact your state’s agency for higher education.

Connecticut Governor’s Scholarship Program
The State of Connecticut offers assistance under the Governor’s Scholarship Need and Merit-Based Award for Connecticut residents. For the Governor’s Scholarship Merit-Based Award a student must be graduate from high school with a class rank of 20% or better and / or SAT scores of at least 1800 or ACT score of at least 27. Recipient must attend a Connecticut public or non-profit private college and must demonstrate financial need by filing the FAFSA. Or a CT resident who attends a Connecticut public or non-profit private college may be a recipients of the Governor’s Scholarship Need-Based Award. The recipient must have a federal Expected Family Contribution (EFC) within the allowable range determined by filing the FAFSA. Student cannot receive both.

UNIVERSITY FINANCIAL ASSISTANCE PROGRAMS
Sacred Heart University’s personal approach and strong commitment to financial aid helps our students achieve their educational goals. To provide further access to families as they invest in a Sacred Heart University education, a variety of university financial assistance programs have been designed which recognize students’ academic and extracurricular achievements as well as the financial needs of our families.

Merit Scholarship Programs
All new students are considered for merit scholarships as part of the admission application review process (a separate scholarship application is not required). Merit scholarships are awarded by the Scholarship Review Committee and are based on the review of each student’s high school transcript, class rank, extracurricular achievements and financial aid. Course selection and overall grade point average are weighed heavily in the review process. Sacred Heart University’s Test-Optional Admissions Policy does apply to the review for merit scholarships. However, if candidates feel their test scores provide further evidence of academic ability and potential, or to be considered for the honors program, they may wish to submit them to the Office of Undergraduate Admission. Merit scholarships are renewable for four years (eight semesters) of undergraduate study provided the student is enrolled full time each semester and maintains satisfactory academic progress and / or the cumulative GPA established for each program. Merit scholarships are only awarded at the time of admission, and there should be no
expectation that the amount will increase in subsequent years. Scholarships are limited and offered on a first-come, first-served basis; we recommend that students complete their applications for admission by February 1 in order to receive the maximum possible scholarship.

The merit scholarship categories include the following: President’s Excellence Award, Trustee Scholarship, College Scholarship and Conley Award ranging from $5,000 to $15,500.

Students who are accepted into the Honors Program are eligible to receive an additional Thomas More Honors Scholarship of $2,000.

Students transferring to Sacred Heart University may be eligible for academic scholarships based on academic achievements at their previous post-secondary institutions. Programs include: Phi Theta Kappa, Transfer Achievement Award, and Connecticut Community College Scholarship.

Note: Scholarship programs, criteria and amounts are subject to change.

Activity-Based Programs
Sacred Heart University offers activity-based grant and scholarship programs for full-time undergraduate students who participate in various student life programs on campus. Awards are based on level of activity and participation, and include programs such as Intercollegiate Athletics, Community Service, Pioneer Bands, University Choir, Theatre Arts, University Dance, Catholic Social Thought Scholars, Student Leadership, Undergraduate Research Assistants, Classroom Learning Assistants (CLA), Resident Assistants (RA) and others. Award ranges vary and annual renewal of these grants requires continued participation in the grant-awarding program.

Need-Based Programs
In our continued effort to assist families in their educational investment, Sacred Heart University offers need-based grants that provide students with affordability and access, through the Sacred Heart University Grant-In-Aid, Bishop Curtis Award and Pioneer Grant programs. Consistent with our historical mission, the University has maintained its commitment to the surrounding area by offering the following:

Endowed Scholarships
Endowed scholarships established by private organizations, corporations and individuals are offered in varying amounts to academically worthy students. At the time of publication of this catalog, the scholarships described therein were available. Awards are made at the discretion of the University as funds are available.

Alumni Association Endowed Scholarship Fund
Established for incoming or continuing full-time undergraduate students who demonstrate academic achievement, financial need, and involvement and leadership in community service and/or extracurricular activities.

George I. Alden Trust Endowed Scholarship
A scholarship program for full-time undergraduate students who are economically-disadvantaged, who have academic promise, who possess certain characteristics known to correlate with success at Sacred Heart University, and for whom this University can “open doors.” Indicators for success at the University include such factors as academic performance in high school, extracurricular activities, leadership qualities, and the ability to engage in University activities (e.g. through athletics, community service, or other student activities). This endowed scholarship program was made possible by the generous support of the George I. Alden Trust.

Julius Andrasi Memorial Scholarship
Preference is given to students interested in the theatrical field or related fields of writing and media studies. The award was established in honor of Julius Andrasi, a
deceased member of the class of 1969.

Dorothy I. Anger Scholarship
Dorothy Anger, deceased director of alumni relations and student activities, founded the Gold Key Club, an organization whose members represent the University at its events.

Michael Arnold Memorial Scholarship
Established in 1994 in memory of Michael Arnold, deceased director of the Stamford Campus at Sacred Heart University, this award assists Bridgeport students who are pursuing pre-med or nursing studies.

John T. Balamaci Memorial Scholarship
Established in 1972 in honor of John T. Balamaci, an English major who died in his third year at Sacred Heart University, this award is given to a full-time student with a minimum 3.0 GPA and upon recommendation by an instructor.

Dr. Daniel T. Banks Scholarship
This award is given to a deserving student majoring in science. The recipient must have a minimum GPA of 3.0. Preference is given to students interested in a career in medicine. Dr. Banks was a prominent Bridgeport physician.

Arthur J. Brissette Memorial Scholarship
This scholarship, in memory of a deceased member of the University community, is available to undergraduates majoring in accounting or business. It is based on the student’s academic excellence or financial need.

John W. Brookes Memorial Scholarship
This is an award for any student who demonstrates academic excellence and financial need. The scholarship was established in the memory of Dr. John W. Brookes, a member of the math and computer science faculty at Sacred Heart University.

Scott Browning Memorial Scholarship
This scholarship was established by James Browning and his family in memory of his brother Scott Browning and their parents, George and Judy Browning. Preference is given to a full-time undergraduate student majoring in computer science and/or a qualified incoming freshman from Notre Dame High School in Fairfield, Connecticut, or another Catholic high school in the Diocese of Bridgeport. Candidates may be full-time students experiencing hardship.

Bullard Scholarship
This scholarship, established by the Bullard Company, is given to a full-time business major.

Lou Cerminara Memorial Endowed Scholarship
Established in 2002 by the family of Lou Cerminara, deceased member of the University’s Public Safety staff, this scholarship benefits “solid” students exhibiting the potential to excel. Recipients will demonstrate community service and/or student life involvement. Preference is given to, but not limited to, candidates who are Criminal Justice majors. Preference is given to, but not limited to, candidates of Italian-American heritage. Candidates must be Connecticut residents who have financial need or special circumstances.

Philip and Anne Cernera Endowed Scholarship Fund
Established in honor of Philip and Anne Cernera, this scholarship provides support to students who are active in the Campus Ministry Program, are academically qualified and demonstrate financial need.

Ruth and Anthony Cernera Scholarship
This scholarship honors Dr. and Mrs. Cernera and is endowed by Michael C. Dailey ’75, University alumnus and former member of the University’s Board of Trustees. The objective is to identify full-time undergraduate students who are
economically disadvantaged, who have academic promise, who possess certain characteristics known to correlate with success at Sacred Heart University, and for whom the University can “open doors.” Awards are made from the yield of the fund according to the University spending policy.

Class of 1994 Endowment
This scholarship, founded by the senior class of 1994, is designed to recognize a student entering his or her senior year who has made contributions through community service.

Evelyn M. Conley Scholarship Fund for the Study of Law
This award, made annually, provides one scholarship to a student (full-time or part-time) in his or her senior year at Sacred Heart University, who has applied to and has been accepted at a law school. The award is based solely on academic achievement. Financial consideration will only be applied if more than one qualified candidate exists. This award, founded to honor the memory of Evelyn Conley, wife of former University President William Conley, was established by Mrs. Karin Douglas ’84.

Patricia H. Cook Endowment Scholarship
Established to recognize and honor Patricia Hemenway Cook, this scholarship supports students enrolled in the performing arts programs.

Bishop Curtis Scholarship Fund
Established to honor the University’s founder, Bishop Walter Curtis and provides need-based scholarships for undergraduate students.

Mary M. Donahue Scholarship
This award, established by Donald J. Donahue in memory of his wife, supports deserving minority students.

Charles T. Eby Memorial Scholarship
This award, given to a full-time history major entering senior year, requires high academic standing. The scholarship is in memory of Charles T. Eby, an associate professor of history at the time of his death.

Douglas Edwards Memorial Scholarship
Established in memory of renowned newscaster Douglas Edwards, this scholarship is awarded to students majoring in media studies or broadcast journalism.

Jonathan T. Evanish Scholarship
This scholarship provides support for a deserving nursing student.

Isabelle T. Farrington Endowed Scholarships
Established in 2002 by Mrs. Isabelle Farrington, this scholarship is available to a student in the junior or senior class who, during the previous year, demonstrated (1) superior academic performance and potential by ranking in the top 10 percent of his or her class, and (2) a sincere interest in, and practice of, the principles of citizenship and religion for which Sacred Heart University has been established as a Catholic university.

Babu George Endowed Scholarship
A scholarship program for full-time undergraduate Chemistry majors, in memory of Professor of Chemistry, Dr. Babu George, who was a long-time faculty member and Chair of the Chemistry Department.

iFun “Incidental Fund for Undergraduate Nursing”
This fund provides monetary support for undergraduate nursing students for small, but essential necessities, to allow them to continue in the program.

Julia Sugrue Gorman Memorial Scholarship
Established in 2002 by the generosity of alumnae Maureen Gorman ’68 and Kathleen Gorman Crapanzano ’68 in honor of their mother, the scholarship assists students with a solid academic record who demonstrate community service and/or student-life involvement.
Hans J. Gram Endowed Scholarship
Founded to honor Hans J. Gram, this scholarship provides financial assistance to academically promising students.

Gary Hanna Memorial Scholarship
Established in 2001, this scholarship memorializes Gary Hanna, deceased member of the class of 1974. It will benefit entering freshmen from Westhill High School in Stamford showing a high school senior year GPA of at least 3.0.

Preference is given to candidates of Lebanese or Lebanese-American descent. Candidates must be from a Christian background.

Alexander Hawley Memorial Scholarship
This award is made in memory of Alexander Hawley, a long-time Trustee and honorary degree recipient at Sacred Heart University.

William Randolph Hearst Endowed Scholarship
A scholarship program for full-time undergraduate students with need. Its purpose is to help economically-disadvantaged, underserved students to gain access to a quality education. This endowed scholarship program was made possible by the generous support of the William Randolph Hearst Foundation.

Eric Hernandez ’05 Memorial Scholarship
Established in 2006 by his family, friends and teammates, this scholarship honors Eric Hernandez ’05, deceased alumnus and former member of the University’s football team. It will be given to a qualified member of the football team who, as a student-athlete, has demonstrated Eric’s qualities of sportsmanship, leadership and love of the game of football. Eric Hernandez was a member of the 2001 1-AA Mid-Major National Champions team that completed an undefeated 11-0 season. He went on to star on the New York Police Department Football Team.

Joan M. Heybruck Community Service Scholarship
Awards scholarships to junior or senior students majoring in social work, having a 3.0 GPA and demonstrate engagement in community service.

Anne S. Jandrisevits Scholarship
Provides scholarship support to students based on demonstrated financial need.

James Joy Scholarship
Established through the estate of James Joy, this award is made to a deserving student with financial need.

James River Corporation Scholarship
Established by the James River Corporation of Norwalk, this award assists minority students.

John Katona Memorial Scholarship
This scholarship was established in memory of John “Chubby” Katona, a former employee of the University.

Keating Family Scholarship
Established by the estate of Loretta M. Keating of Bridgeport, this scholarship is awarded to deserving students with financial need.

John J. And Stella M. Kraieski Memorial Scholarship
Awarded to an academically talented student, the scholarship was established by an estate gift of John Kraieski.

Laborer’s Local 665 Scholarship
Founded by Laborer’s Local 665 in Bridgeport, Connecticut, this scholarship is given to full-time undergraduate students at Sacred Heart University who are members of Local 665 and/or the sons or daughters of members.

Dorothy P. Lansdale Scholarship
This award is given to a nursing student who demonstrates outstanding academic and
professional abilities.

**Cynthia Jean Lynch Endowed Scholarship**
Established by Betty S. Lynch, in memory of her daughter, Cynthia Jean Lynch, the fund provides assistance to students enrolled in the College of Arts and Sciences who are declared Criminal Justice majors and who demonstrate academic achievement and financial need.

**Stephen and Mary Marcinko Fund**
Established by an estate gift in 2002, this fund will benefit Slovak American or native Slovak students at Sacred Heart University showing the highest standard in scholarship and leadership.

**La Flor Silvestre: the M. Theresa Martinez Endowed Scholarship**
To recognize and honor deceased alumna M. Theresa Martinez’s commitment to making a difference in the lives of others. The recipient must be Hispanic female, must maintain at least a 3.0 GPA, shall major in the Arts & Sciences, Education or Health Professions. Shall engage in meaningful community service. Must show financial need and will receive a letter of recommendation by the Committee formed to represent the donors to the fund and family of M. Theresa Martinez.

**Mechanics & Farmers Scholarship**
Established in 1971, this scholarship is awarded to an academically talented full-time student.

**Lucy Medaglia Memorial Scholarship**
This scholarship, established by former University President Anthony J. Cernera in memory of his grandmother, supports students preparing to be teachers.

**Beatrice T. Pace Endowed Scholarship**
Established through the estate of Ms. Pace, the scholarship provides aid for students who are in the top ten percent of their class and demonstrate financial need.

**Thomas P. Melady Leadership Award**
Established in honor of Thomas P. Melady, fifth president of Sacred Heart University, this award is given to full-time students through the Presidential Internship Program. Recipients must demonstrate leadership, academic potential and community involvement.

**Harold and Ann Miller Scholarship**
Established in 1988 by Harold and Ann Miller, this award is given to adult undergraduate, part-time students who have completed at least two semesters at the University and have demonstrated financial need.

**Near and Far Aid Association Scholarship**
Established by the Near and Far Aid Association, this scholarship supports a full-time female student with a cumulative average of 3.0. Instructor’s recommendation and demonstrated financial need are necessary for consideration of award.

**Sandra Lynn Nobili Memorial Scholarship**
This award is given to a Catholic student entering senior year and planning a career in elementary education. Selected by members of the Education Department, the recipient must have a cumulative average of 3.0 or better.

**Oaklawn Foundation Endowed Scholarship**
A scholarship program for full-time undergraduate students who have a demonstrated record of and commitment to community service. This endowed scholarship program was made possible by the generous support of the Oaklawn Foundation.

**William P. O’Boy Family Scholarship**
This scholarship is given to a-deserving student with financial need. Preference is given to students from the Danbury-Bethel area.

**Dr. Margaret Palliser Endowment for Physical Therapy**
This endowment was established in 2001.
by Mrs. Karin Douglas ‘84 to fund Physical Therapy Scholarships and Special Projects. The fund has been set up to honor Dr. Margaret Palliser, former University Assistant Vice President for Mission.

**Michael J. Passariello Scholarship**
Recipients of this scholarship, given by Mrs. Ann Passariello in memory of her son Michael, a member of Sacred Heart University’s alumni, are selected through demonstrated past performance showing that they are capable of succeeding at the University. Preference is given to qualified parishioners of Holy Infant Church in Orange, Connecticut, or residents of the town of Orange.

**Robert M. Paul Scholarship**
Recipients of this scholarship, given by Mr. and Mrs. William H. Paul of Trumbull in memory of their son, Robert, are selected on scholastic achievement and demonstrated financial need. Candidates must be full-time undergraduate students, Diocese of Bridgeport Catholic High School graduates and/or experiencing hardship.

**Elizabeth M. Pfriem Scholarship**
Mrs. Elizabeth M. Pfriem has established this scholarship to benefit qualified students from the inner-city schools of Bridgeport, Connecticut.

**Bette Pinder Memorial Scholarship**
This award, in memory of former staff member Bette Pinder, is given to an incoming freshman from the greater Bridgeport area who demonstrates financial need.

**Charles Plohn Art Scholarship**
Established in memory of Charles Plohn, this award is given to an art major above the freshman level who has completed a minimum of 12 credit hours of art studio courses and has a GPA of 3.0 or better.

**Polish Studies Scholarship Awards**
These awards are made to students who have studied Polish for at least one semester and are continuing their studies in this area. Recipients must have a grade of B or better.

**William V. Roberti Scholarship**
Established by the Tom James Company in honor of William V. Roberti, a former University Trustee, this scholarship is given to children and grandchildren of employees of the Tom James Company and its subsidiaries and the Southwestern Company.

**Jeannette Rohn Scholarship**
Established in 1988 by Jeannette Rohn, this award is given to an outstanding student majoring in finance with great financial need.

**John Rycenga Scholarship**
Named in memory of John Rycenga, the University’s first chairman of the English Department, this award is given to an English major entering their senior year. The recipient must demonstrate academic excellence with a GPA of 3.4 or better, and an exemplary character. English Department faculty select qualified recipients.

**Earl And Eloise Savage Endowment Fund**
Established to provide financial support to students with cognitive limitations.

**Leonard A. Schine Memorial Scholarship**
Established in 1982 in memory of Leonard A. Schine, a former University Trustee, this annual award is given to a full-time senior with superior grades in need of financial assistance.

**Robert Sendar Scholarship**
This scholarship was established by the family of Robert M. Sendar in his memory. Robert was a student at Sacred Heart University majoring in chemistry. The recipient, chosen by a team of three Chemistry Department faculty members, must be a chemistry major at the second-year level or higher who has demonstrated academic achievement and financial need.

**SNET Scholarship**
Awarded to deserving students.
Anthony Spetrino Scholarships
Established by Anthony Spetrino, this scholarship is awarded to an outstanding student in each of the three romance languages—French, Spanish and Italian.

Carmen Tortora Scholarship
Awarded to a deserving nursing student.

George Joseph Voynick Scholarship
This scholarship, established by Irene M. Voynick and her family in memory of her father, is awarded to a deserving full-time student, majoring in the basic sciences and maintaining a B average or better.

John F. Welch Endowed Scholarship
Established to provide scholarships to full-time undergraduate students enrolled in the Jack Welch College of Business with demonstrated academic achievement and financial need.

Jill Wright Scholarship
This scholarship, bequeathed to the University through the trust of William R. Wright to honor the memory of Jill Wright, his deceased wife, benefits a qualified graduating senior at Central High School who will matriculate as part of Sacred Heart University’s entering Freshman class.
University Life

A complete college education extends beyond the walls of the classroom and outside the pages of the textbook. Sacred Heart University’s Student Life, Intercollegiate Athletics and Career Development departments are committed to the holistic growth of students through both co-curricular and extracurricular programming. The University’s goal is to provide the support services and life skills that will help students succeed in the classroom as well as in their pursuits after graduation.

Bookstore

The newly renovated bookstore is located on the first floor of the new Linda E. McMahon Commons building operated by Follett College Stores, it offers textbooks, supplies, clothing with the University’s name and logo and related items. Bookstore purchases can be made online. Visit the bookstore’s web site at www.sacredheart.edu/campuslife/bookstore.

Campus Ministry

The Office of Campus Ministry provides opportunities for persons of all religious traditions to share in the faith life of the University community. Campus Ministry serves students, faculty, staff and the local community through daily liturgies, pastoral counseling, community outreach, educational programming, special projects, retreats, events and programs.

Campus Ministry responds to student needs for worship, integration, social interaction, meaningful discussion of life issues, responsible social action for justice, and exploration of moral, religious and relational issues.

The Eucharist is celebrated on Sundays and weekdays during the academic year.

In addition, University-wide liturgical celebrations mark special days and seasons. Other interfaith worship and prayer opportunities are provided regularly.

The Career Development and Placement Center

The Career Development and Placement Center provides unlimited guidance and preparation to full-time and part-time students who have matriculated towards a degree from freshman year until graduation four years later and throughout their lives as alumni. Career Development programs and services include:

- Major in Success program assists students in gaining self-knowledge, selecting a major, and researching compatible career options;
- Career testing including the CareerBeam, a self-directed career planning system, the Strong Interest Inventory, and the Myers-Briggs Personality Type Indicator (MBTI);
- Assistance finding paid and unpaid internships for which students may be able to earn academic credit;
- One-on-one career counseling for career-related issues;
- Help finding part-time and summer employment;
- Resumé writing and interviewing skills workshops;
- Career panel discussions, networking and etiquette events, employer on-campus interviewing, and job fairs;
- Online job postings: the office maintains an online job bank (PioneerLink) and job search management web site exclusively for Sacred Heart University students.
- Guidance in conducting a senior-year job search for a full-time position after graduation; and planning for and researching graduate school options.
The Career Development and Placement Center is located in the Linda E. McMahon Commons building and can be reached by phone at 203-371-7975 or via e-mail at careerdev@sacredheart.edu.

Commuter Students
The University is committed to providing commuter students a comprehensive college experience—keeping in mind the special needs and concerns of commuter students. Commuter students are encouraged to participate in Commuter Student Roundtable discussions and become part of Commuter Assistants, a peer-matching program.

Commuter students are also urged to join the Commuter Connections, a student-run organization dedicated to providing programs and services for commuters.

The Commuter Life Office is part of the University’s Student Life Department and can be reached at 203-371-7956.

Dining Services
The University has contracted with Chartwell’s, a professional food service corporation, to provide meals for students. The Dining Service Director works closely with students and staff to ensure the dining needs of the University community are met.

The University’s meal plan is a hybrid declining balance “all you can eat” program. Prepaid plans are available to resident, commuter, faculty, or staff members.

Points in this program can be used for many purchases, ranging from entrees to snacks and ice cream to grocery items to convenience items such as toiletries and necessities.

All first-year residents are required to be on a “Big Red” meal plan. All other students are required to be on a meal plan, a level which is determined by their resident hall. Information concerning the meal plans is available through the Student Life Office.

Points may also be used in 63’S Dining Hall in the main Academic Center, the Food Court in McMahon Commons, Outtakes (a convenience-style store), , Einstein’s Bagels located in teh Martire Business and Communications building and the Cambridge Café located in the College of Education and Health Professions on Cambridge Drive, Trumbull, and at all home football and basketball games.

Health Insurance
All full-time students must show proof of health insurance coverage or else enroll in the University’s Health Insurance Plan at www.kosterweb.com. Undergraduate students who attend at least half-time (six credits per term) are eligible to enroll in the University’s student health insurance program. All international students are required to show proof of adequate health insurance coverage participate in the insurance program. Information regarding specific coverage under student health insurance should be directed to the Health Services Office at 203-371-7838 or online at www.kosterins.com.

Wellness Center
COUNSELING SERVICES
The Counseling Center provides support services of a holistic student development nature, and attends to members of the University community who may be experiencing some difficulty in adjusting to emotional wellness issues. The University provides professional counselors who are available weekdays for individual, personal counseling sessions and psychotropic counseling.

Many personal development workshops are offered by the Counseling Center, as well
as group topical counseling sessions. For longer-term therapy, the staff makes referrals to local professionals at an individual cost to the student.

For additional information about the Counseling Center, call 203-371-7955.

HEALTH SERVICES
Health Services offers daily first-response treatment for minor health-related issues. A physician and nurse practitioners are on campus for appointments throughout the week (Monday–Friday) at no cost to full-time undergraduate students. In September 2008, St. Vincent’s Medical Center began serving as the Physician/Medical Director for the Sacred Heart Health Center.

Staffed by registered nurses and open five days per week, Health Services also handles state immunization requirements and University insurance requirements and coordinates health promotion workshops. Health Services can also make referrals to local health care facilities, and arrange with a local pharmacy to deliver to campus. For additional information about Health Services, call 203-371-7838.

Students needing medical attention when the Student Health Center is closed can see a physician at St. Vincent Immediate Health Care (urgent care center) 4600 Main Street Bridgeport, CT 203-371-4445 or St. Vincent Medical Center (hospital) 2800 Main Street Bridgeport, CT 203-576-6000

MEASLES IMMUNIZATION LAW
Connecticut law requires students born after December 31, 1956, to provide proof of two doses of measles vaccine administered at least one month apart.

The first dose of vaccine must have been given after the student’s first birthday and after January 1, 1969; the second dose must have been given after January 1, 1980. The student is also required to provide proof of one dose of rubella vaccine administered after the student’s first birthday. Laboratory evidence (blood test) is acceptable in lieu of administration of vaccine. All students must be in compliance with this state law before registering.

MENINGOCOCCAL VACCINE LAW
Beginning with the 2002–2003 academic year, the State of Connecticut requires that all students who reside in on-campus halls must be vaccinated against meningitis. Proof of this vaccination must be presented to the appropriate University officials before a student can obtain entry to their resident hall. This new guideline for Connecticut colleges and universities is provided in Public Act 01-93.

For additional information, call the University’s Health Services (203-371-7838), or stop by the lower level of the Park Avenue House.

Athletics and Recreation
At Sacred Heart University a comprehensive athletics and recreation program exists for all members of the university community. During the academic year, the following opportunities are available:

DIVISION I INTERCOLLEGIATE ATHLETICS
The University’s 32 NCAA D-I varsity athletic programs are open to all full-time undergraduate students. Eligibility requirements, scholarship availability, team overviews, schedules and player and coaches profiles can be reviewed on the intercollegiate webpage www.sacredheartpioneers.com

INTERCOLLEGIATE CLUB SPORTS
The 25 individual and team (single-sex and coed) club sport programs are open to all full-time undergraduate and graduate students. Most of the club sport teams are members of athletic conferences. Unlike varsity athletics, club sports do not offer scholarships, practice and playing seasons are shorter and in some cases less intense
then their D-I counterparts. All skill levels are encouraged to participate, and all programs have direct student involvement in the management of their sport. Similar to varsity athletics, each team has a professional head coach and athletic trainer. Additional information about intercollegiate club sports can be reviewed on the club sports webpage: www.sacredheart.edu/clubsports.cfm

RECREATION AND INTRAMURALS
Activities in this area are varied and are offered throughout the academic year. Multiple fitness centers, a dedicated aerobics/dance room, an exceptional weight training facility, and numerous sport leagues such as flag football, basketball, volleyball, softball, etc. (which are organized by residential hall floors, within academic departments or most frequently by friends organizing a team) are all designed to allow members of the university community time to relax, exercise, socialize, compete and enjoy healthy activity to balance out a rigorous academic schedule. Additional information about recreation and intramural sports programming can be reviewed at http://www.sacredheart.edu/athletics.cfm.

MEN’S VARSITY ATHLETIC PROGRAMS
Baseball
Basketball
Cross Country
Fencing
Football
Golf
Ice Hockey
Lacrosse
Soccer
Track and Field (Indoor and Outdoor)
Tennis
Volleyball
Wrestling

WOMEN’S VARSITY ATHLETIC PROGRAM
Basketball
Bowling
Cross Country
Equestrian
Fencing
Field Hockey

Golf
Ice Hockey
Lacrosse
Rowing
Rugby
Soccer
Softball
Swimming
Track and Field (Indoor and Outdoor)
Tennis
Volleyball

International Students
The University provides academic and social support to its growing number of international students. International and Multicultural Affairs is a part of the University’s Student Life Department. All international students are encouraged to use the University services to seek assistance for their concerns and to become involved in campus activities. University services include the English as a Second Language (ESL) program, the International Club and Focused international student programming.

INTERNATIONAL STUDENT VISA CERTIFICATION
An international student requesting an application for a student visa (F-I) must be accepted to the University in a full-time program of study. Since federal and/or state financial assistance is not available to international students, the student is also required to present certified evidence of sufficient funding to cover education and living expenses. If, after attending the University, the student decides not to return, notification must be made in writing to the Office of Student Life. If a student wishes to travel during the authorized time of study at the University, he or she must present a current I-20 form to the Office of Student Life for certification prior to departure. A student not following the regulations of the U.S. Department of Justice Immigration and Naturalization Service is considered out of status and may be subject to deportation from the United States.
Public Safety and Parking
The Department of Public Safety, located in the Academic Center, is committed to fostering an environment in which all those who live, study, work or visit within the University campus are able to do so in a safe and secure environment. The department is committed to providing professional, timely and efficient public safety services to all of its constituents on a 24-hour-a-day, seven-day-a-week basis.

Public Safety officers patrol the buildings and grounds of the University via vehicle, bicycle and foot. Services provided by the department include personal safety escorts, motor vehicle assistance (unlocks and jump starts) and emergency medical response and treatment, as well as maintaining a lost-and-found department. Public Safety enforces parking and traffic regulations, provides key control and locksmith services and investigates and documents incidents on campus. Public Safety is the emergency response department on campus, and acts as the liaison with the local police, fire and ambulance services.

All vehicles parked on the campus must display a University decal. Parking permits are available from and distributed by the Student Accounts Office located in the SC Wing of the Main Academic Building. For general information, call 203-371-7924. You can also apply online at www.sacredheart.edu/pages/27536_parking.cfm.

DEPARTMENT OF PUBLIC SAFETY
TELEPHONE NUMBERS
TTY: 203-365-4714

Residential Life and Housing Services
The Office of Residential Life and Housing Services coordinates all University housing options for students. The office staff, hall directors and resident assistants work with students to make the halls a “home away from home” by creating a healthy, living/learning atmosphere. Students have direct input to their living environment through the Residence Hall Associations and the Hall Councils, which address concerns and organize activities for members of the hall community.

The University currently houses students in eight different areas: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Pioneer Gardens, Park Ridge Apartments, Taft Commons, and Oakwood Gardens. These varied areas offer distinct residential lifestyles, from traditional high-rise resident halls to on-campus apartments to off-campus apartments.

STUDENT ACTIVITIES
The Student Activities Office seeks to enhance the college experience outside the classroom by offering both cocurricular and extracurricular opportunities for students. In addition, the Student Activities Office teaches life skills to students through formal training sessions and leadership opportunities.

A vital component of the Department of Student Life, the office is responsible for scheduling, planning and overseeing all student events on campus. The Student Activities Office is a center for information on events, student groups, Student Government and student leadership. The Student Activities Office can be reached at 203-365-7675.

STUDENT CLUBS AND ORGANIZATIONS
The University encourages students to become involved in student groups as a part of their college experience. Diverse interests are represented on campus by numerous clubs and organizations:

Academic Clubs
Accounting Club
American Chemical Society
American Medical Student Association
American Sign Language Club
Biology Club
Business Administration Management Club
Computer Science Club
Criminal Justice Club
English Club
Exercise Science Club
Fashion Club
Finance and Economics Club
Health Science Club
History Club
Marketing Club
National Student Speech-Language Hearing Association
Politics & International Studies Club
Pre-Occupational Therapy Club
Pre-Physical Therapy Club
Psychology Club
Social Work Club
Sociology Club
Sport Management Club
Student Athletic Training Organization
Student Investment Group
Student Nurses Association

Academic Honor Societies
Alpha Kappa Delta
Alpha Phi Sigma
Alpha Sigma Lambda
Delta Epsilon Sigma
Delta Mu Delta
Kappa Kappa Psi (band fraternity)
Lambda Epsilon Chi
Phi Eta Sigma
Phi Alpha Theta
Phi Sigma Alpha
Phi Sigma Iota
Psi Chi
Sigma Tau Delta
Sigma Theta Tau
Theta Alpha Kappa

Greek Life Fraternities

Greek Life Sororities

National
Chi Omega
Zeta Tau Alpha
Kappa Delta Phi
Sigma Sigma
Theta Phi Alpha

Local
Kappa Phi

Intramurals
Aerobics
Baseball
Basketball
Bowling
Dodge Ball
Flag Football
Floor Hockey
Golf
Martial Arts
Soccer
Softball
Tennis
Volleyball
Wiffleball

Media Organizations
SHU Box Multimedia
Pioneer Magazine
Prologue (yearbook)
Spectrum (newspaper)
The Pulse (TV News Magazine)
WHRT (radio station)

Multicultural Organizations
Celtic Club
Gay Straight Alliance
Italian Club
La Hispanidad
UMOJA

Performing Arts
Pioneer Bands
Marching Band
Pep Band
Concert Band
String Ensemble
Jazz Band
Winter Guard
Choir
Liturgical Choir
Concert Choir
Four Heart Harmony
SHU Love - Women’s Ensemble
Theatre Arts Program (TAP)

Recreational Groups
American Sign Language Club
Anime Club
Ballroom Dance Club
Chess Club
College Democrats
College Republicans
Heart Attack (spirit club)
Kappa Kappa Psi (band fraternity)
Martial Arts Club
SHU F.O.R.C.E (dance ensemble)
Students Today, Alumni Tomorrow
Service Clubs/Organizations
Active Minds
Are You Autism Aware?
Best Buddies
Habitat for Humanity
ONE Campaign
Peace by Justice
Rotaract Club

Residential Life/Commuter Life Clubs
Hall Councils
Resident Hall Association

STUDENT GOVERNMENT
The Student Government is the parent organization to all student groups on campus. It is composed of:

• Class Officers
• Council of Clubs and Organizations
• Executive Board
• Student Events Team (SET)
• Student Senate
• Student Government Class Boards

Student Government’s primary purpose is to oversee student groups, sponsor events to meet the needs of the students and to address concerns of the student body.

CLUB SPORTS

Men’s Club Sports
Baseball
Basketball
Bowling
Football
Ice Hockey
Lacrosse
Rugby
Soccer
Volleyball

Women’s Club Sports
Basketball
Field Hockey
Ice Hockey
Lacrosse
Soccer
Softball
Volleyball

Co-Ed Club Sports
Dance Team
Figure Skating
Golf
Gymnastics
Running
Sailing
Tennis
Ultimate Frisbee
Weightlifting

STUDENT UNION
Another area in the Department of Student Life is the Student Union Office. Many of the nonacademic services provided by the University are facilitated by the Student Union, including:

• Class ring sales
• Game Room (Hawley Lounge)
• One-Card program
• Red’s Pub
• Room/Facilities
• Reservations
• Shuttle Service
• Student Handbook
• Student ID Cards
• Vending Services
The Student Union Office can be reached at 203-365-7663.

Every student (full-time and part-time) is responsible for being aware of the policies and procedures of Sacred Heart University as outlined on the Student Handbook web link (www.sacredheart.edu/pages/3911_student_handbook.cfm). All students will be held accountable for their actions and subsequent consequences with regard to these policies and may be subject to any judicial action as detailed in the Student Handbook.
University Facilities and Community Resources

University Facilities

Sacred Heart University resides on more than 100 acres in Fairfield County. The University’s College of Health Professions is located at 7 Cambridge Drive, Trumbull and houses the College of Nursing, Occupational Therapy, Physical Therapy and Human Movement and Sports Science.

ACADEMIC CENTER

The Academic Center contains mostly classrooms and faculty, administrative and academic departmental offices. This includes Campus Ministry, Campus Operations, Public Safety, Registrar, Student Affairs and Student Government offices. It is also a multipurpose activity center, housing the computer center, dining hall, the Art & Design Gallery, mailroom/print shop, science and language laboratories, snack bar and the Edgerton Center for the Performing Arts. Hawley Lounge serves as a student lounge and recreational activity center for Campus Ministry, Music, Public Safety, Student Affairs and Student Government, as well as 63’s Dining Halls, Mahogany Room, Gallery of Contemporary Art, Hawley Lounge, mailroom/print shop and the Edgerton Center for the Performing Arts.

CAMBRIDGE DRIVE, THE COLLEGE OF HEALTH PROFESSIONS AND THE COLLEGE OF NURSING

The faculty offices and many of the instructional spaces of the College of Health Professions and The College of Nursing are located at Cambridge Drive, a short drive or shuttle ride from the Park Avenue campus. This facility houses state-of-the-art labs, classrooms and library facilities for the Colleges, which includes the College of Nursing, Physical Therapy and Human Movement. All graduate study for the Colleges and many laboratory and didactic undergraduate courses are scheduled in this facility. In addition to the highly sophisticated classrooms, laboratories and library spaces, there are new dining facilities, a physical therapy clinic, a reading clinic, and administrative and faculty offices. There is ample parking and the facility is served by a regular university shuttle service.

CAMPUS FIELD

Campus Field is the home of the Pioneer football, men’s and women’s soccer, field hockey, men’s and women’s lacrosse and men’s and women’s outdoor track and field. Renovated in 2015, Campus Field features lights and a new surface for its multipurpose field. The field is surrounded by an eight-lane synthetic-surface running track, which was also just renovated and is available for competition and recreational use, with seating for more than 3,500 spectators. Campus Field is an ideal location for large-scale events and has been host to athletic tournaments, graduations and outdoor fairs. Adjacent to Campus Field are six tennis courts as well as Pioneer Park which is one of the finest softball stadiums in the Northeast.

CHAPEL OF THE HOLY SPIRIT

The Chapel of the Holy Spirit, which was dedicated in August 2009, is a pivotal campus landmark serving as a powerful symbol of Sacred Heart’s Catholic identity. It holds more than 500 in its principal sanctuary with a smaller Chapel of the Nativity for daily Mass and private prayer that seats 50. Among the Chapel’s special features are original mosaics and stained glass by the world-famous Jesuit artist, Father Marko Ivan Rupnik and a tracker organ designed and manufactured especially for Sacred Heart University by master craftsmen at Casavant Frères. There are outdoor gardens and a spacious narthex – or foyer – suitable for public gatherings. The building and grounds are designed to suggest one of the defining themes of the Second Vatican Council: the Church as the Pilgrim People of God. The Chapel
roof consists of copper folds in the manner of a nomadic tent, for example, and the narthex has walls of glass to demonstrate the intersection between daily life and the life of prayer. The Chapel’s bell tower holds four unique bronze bells, hand-cast in the Netherlands. The largest one weighs 1,500 pounds and measures 41 inches in diameter; the smallest weighs 447 pounds and is 27 inches in diameter.

CURTIS HALL
Curtis Hall, named for the University’s founder, Most Reverend Walter W. Curtis, D.D., Bishop of the Diocese of Bridgeport, houses the offices of Undergraduate and Graduate Admissions, Marketing and Communications and Student Financial Assistance. The Curtis Theatre is also located in this building.

EDGERTON CENTER FOR THE PERFORMING ARTS
The Edgerton Center for the Performing Arts is a multi-faceted facility that presents a wide variety of lectures, theatrical, musical and dance performances. The University completed a renovation of the Edgerton Center in 2014 allowing for a larger Art & Design Gallery for displaying student and faculty artwork and a reception area where people can gather prior to and following performances. Creating a feeling of openness and natural light, the art gallery/reception area is walled with panels of glass and windows. The additions also include an outdoor facility that provides another warm gathering place for events and campus activities. A large media screen and benches allow for outdoor movies and other programs. The Edgerton Center, which seats close to 800, is host to year-round productions from a variety of University organizations including the Concert Choir, Concert Band, Jazz Ensemble and the SHU Players.

E-LITE BUILDING
Located off campus in neighboring Trumbull, the building at 2285 Reservoir Avenue houses the office of the senior vice president for Finance and Administration; office of facilities management and construction and the executive director of Public Safety & Campus Operations.

JANDRISEVITS LEARNING CENTER (JLC)
The Jandrisevits Learning Center is located in the lower level of the Ryan-Matura Library. The JLC provides specialized tutoring for students with learning disabilities (LDs) as well as for students who are linguistically diverse (ESL). Staffed by highly experienced faculty tutors and well-trained peer tutors, the JLC provides a warm, friendly learning environment where the academic success of individual students is the primary concern. An adaptive technology lab is available for students with visual, auditory, physical, or learning disabilities. For an appointment, call all 203-371-7820, or come to the Jandrisevits Learning Center.

MELADY ADMINISTRATION BUILDING
The Lieberman Administration Building houses the office of the president; offices of the provost and vice president for Academic Affairs; offices of the vice president for Mission and Catholic Identity, office of the vice president for Human Resources and offices of University College; the Media Studies Center.

LINDA E. MCMAHON COMMONS
The 46,000-square-foot Linda E. McMahon Commons serves as a crossroads and popular destination for students and the entire Sacred Heart community. Linking the University’s academic, spiritual and extracurricular cores, as well as its upper and lower campuses, the distinctive V-shaped building includes the bookstore, a food court adjoining a 250-seat student dining hall, a private dining room with hearth and seating for 50 individuals, informal lounge spaces including a fireplace lounge overlooking the east entry terrace, a concourse connecting active spaces within the building, a presentation room, Career Development and
Placement center, Red’s Pub and houses the office of the Senior Vice President for Enrollment, Student Affairs & Athletics. The exterior of the building incorporates outdoor terraces that also serve as gathering space for students and faculty.

**FRANK & MARISSA MARTIRE BUSINESS & COMMUNICATIONS CENTER**

The Martire Business & Communication Center houses the Jack F. Welch College of Business and the Department of Communications & Media Studies. This building is located on the corner of Park Avenue and Jefferson Street in Fairfield. It offers state-of-the-art facilities that include an active trading floor; dedicated conference rooms for business meetings and internships; screening venues; “smart” classrooms with multimedia technology; satellite equipment and movable furniture for various learning configurations; a multi-media forum for leadership institutes, lectures and screenings; interactive labs, including a motion capture lab for motion picture animation and video game design; two large television studios for TV, video and film production; and a radio station.

**OAKVIEW DRIVE, THE ISABELLE FARRINGTON COLLEGE OF EDUCATION**

Located off campus in neighboring Trumbull, the building at 101 Oakview Drive houses the Isabelle Farrington College of Education, office of the Vice President for Finance and Administration, the Business Office, Motion Analysis Laboratory, Upward Bound, Art Department and faculty offices, administrative offices of WSHU Radio and Payroll.

**THE WILLIAM H. PITT HEALTH AND RECREATION CENTER**

The William H. Pitt Health and Recreation Center is home to the Pioneer 32 Division I men’s and women’s programs, as well as many intramural and recreational programs. The three-level, 141,000-square-foot complex features four multipurpose basketball courts, which can be easily converted for concert or convention use, and seats 2,100 for basketball. The main level of the Pitt Center also houses the Sacred Heart University Sports Medicine and Rehabilitation Center, a joint private practice/University venture offering many specialized clinical rehabilitation and wellness services in conjunction with academic-based faculty therapists, in a facility that features state-of-the-art physical therapy equipment.

The Health and Fitness Center is located on the lower level of the Pitt Center. Offering a wide range of fitness equipment and classes, the 5,000 square foot facility features an enclosed aerobics studio and main fitness area, where the latest generation of cardiovascular exercise machines and brand new hammer strength free weight equipment can be used. Locker rooms for both the Pioneer and visiting athletic teams are adjacent to the fitness area as well as the Pioneer wrestling room. The upper level of the Pitt Center houses the Department of Athletics suite of offices and a student study center. Perched atop the Pitt Center is the Sky Box, a beautifully appointed room with terrace access that is used to host special guests during athletic events.

**RESIDENCE HALLS**

The University currently houses students in eight different facilities: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Park Ridge Apartments, Oakwood Apartments and Taft Commons. These offer distinct residential lifestyles, from traditional high-rise resident halls to on-campus apartments to off-campus apartments.

**RYAN MATURA LIBRARY**

The Ryan Matura Library is the source for information, whether it is the answer to a factual question or research for a term paper. Librarians are available to answer questions and assist students with extended research projects. Instruction sessions are conducted for class groups to familiarize them with the library, with subject-specific research, and
the research process. Librarians also assist students with finding information in other libraries, in commercial databases, or on the Internet.

Periodicals and periodical indexes, including newspapers are found in print, film and electronic format. Any book or periodical not found in the library can be obtained from another library through interlibrary loan. Materials can usually be obtained within 10 days.

At present the Ryan-Matura Library holds approximately 125,000 print volumes and 50,000 nonprint items and more than 15,000 periodical subscriptions. These include a significant number of full-text journals available on more than 50 online index and abstracting databases. These can be reached 24 hours a day/7 days a week from links on the library home page. Databases are available from campus and home.

The library’s website is located at http://library.sacredheart.edu. It provides access to the library catalog, information about the library, electronic reserve reading, links to research databases and other related information.

SCHINE AUDITORIUM
The Schine Auditorium, located in the lower level of the Ryan-Matura Library, provides an appropriate setting for lectures, workshops, academic convocations and other special programs. To reserve the 220-seat auditorium, call 203-371-7846 between 8:30a.m. and noon, Monday through Friday.

STUDENT SUCCESS CENTER
The Student Success Center is a new learning center dedicated to helping SHU students and young students from the surrounding region achieve success in their educational pursuits. The Student Success Center focuses on enhancing student learning, testing and achievement. The Center for Teaching and Learning provides students with tutoring for their academic programing.

There will be professional tutors and student tutors to help students in math, writing and the natural sciences. The Office of Special Services provides support and accommodations for students who need specific help with learning. There is also a laboratory for literacy where graduate students in Education provide tutoring in reading to children in the Bridgeport Public School System. Finally, the Global Affairs Office promotes the internationalization of the University. The Student Success Center is on the corner of St. Nicholas Road and Park Avenue, directly adjacent to the President's residence. Designed to resemble a large, stately residence, it has a stone veneer on the lower levels to match existing stone retaining walls, brick on the second story and a gabled half-story space at the top. The structure also resembles the SHU Wellness Center in physical character.

WELLNESS CENTER
The Wellness Center is located at 4980 Park Avenue. The two-story, colonial-style, 5,800-square-foot building serves as a place for acute health and medical needs and will also offer students confidential counseling and therapeutic services. The first floor of the Wellness Center houses a reception and waiting area, medical record storage room, several examination rooms, a physician’s office and both a supervisor’s office and nurse’s office. The second floor offers a health resource area, wellness center and several counseling suites. Peer educators are also available to aid students in making responsible choices about alcohol, relationships and coping with loss by offering support and resources. The new Center will hold numerous examining rooms and is equipped with a laboratory and wellness room where students can wait following vaccinations and where they are monitored if there are adverse reactions.
Community Resources

CENTER FOR CHRISTIAN-JEWISH UNDERSTANDING (CCJU)
The CCJU is an educational and research division of Sacred Heart University. The center draws together clergy, laity, scholars, theologians and educators in various modes of interaction to focus on current religious thinking within Christianity and Judaism.

As each tradition reevaluates attitudes toward the other, the center fosters the exploration of the major philosophical and theological issues on the frontier of the Christian-Jewish dialogue, as these are formulated by scholars at the international and national levels.

The center’s mission is to develop programs and publications to overcome deep-seated antagonisms, based on centuries of hostility and mutual estrangement, that recent progress has not yet healed. It fosters greater knowledge and understanding of the religious traditions of Christianity and Judaism and the history of their relationship, and provides a forum for dialogue. It promotes independent research and serves as a vehicle for processing and circulating its findings to appropriate institutions around the world.

For further information about the Center for Christian-Jewish Understanding, call 203-371-7912 or visit its website at www.ccju.org.

CENTER FOR STRATEGIC PLANNING FOR NOT-FOR-PROFIT ORGANIZATIONS
The Center for Strategic Planning for Not-For-Profit Organizations was established by Sacred Heart University within the Jack Welch College of Business to provide business assistance to qualified groups.

Through the application of skills developed during their studies, teams of MBA students, under the guidance of an experienced advisor, address strategic issues central to the client’s longer term viability and effectiveness. In doing so, students provide a valuable service while being exposed to “realities of life” that transcend the formal academic environment.

It is the mission of the Center to engender in the University’s MBA students a sense of community and an appreciation for those less fortunate by providing them a unique opportunity to give of their talents in the service of others. Functioning as teams, students will assist not-for-profit organizations with the development and implementation of strategic, business, and marketing plans necessary to meet their goals and objectives. In doing so, students will apply the skills learned in the SHU MBA program in a cooperative effort carried out in the spirit of the Catholic intellectual tradition to produce an outcome worthy of a grade.

The mission of the Center is directly aligned with, and in support of, key elements of the mission of Sacred Heart University and the Jack Welch College of Business. The Center’s office is located at on Oakview campus. For further information call, 203-371-7853.

EDGERTON CENTER FOR THE PERFORMING ARTS
The Edgerton Center for the Performing Arts is a multi-faceted facility that presents a wide variety of lectures, theatrical, musical and dance performances. The University completed a renovation of the Edgerton Center in 2014 allowing for a larger Art & Design Gallery for displaying student and faculty artwork and a reception area where people can gather prior to and following performances. Creating a feeling of openness and natural light, the art gallery/reception area is walled with panels of glass and windows. The additions also include an outdoor facility that provides another warm gathering place for events and campus activities. A large media screen and benches allow for outdoor movies and other programs. The Edgerton Center, which seats close to 800, is host to year-round productions from a variety of University organizations including the Concert Choir, Concert Band, Jazz Ensemble
and the SHU Players. For all questions and ticketing information, call the box office at 203-371-7908, or visit the center at www.edgertoncenter.org.

HERSHER INSTITUTE FOR APPLIED ETHICS

Established in 1993, the Hersher Institute for Applied Ethics serves both the University community and the wider Fairfield County community by addressing issues of major ethical concern. The institute assists Sacred Heart University faculty from all disciplines to raise and examine broad ethical concerns and issues specific to their respective disciplines.

The Hersher Institute brings speakers to campus to address the faculty and provides training for integrating ethical viewpoints into the University curriculum. The institute supports the University’s wider mission by cosponsoring, with other departments and institutes, colloquia and conferences that raise important ethical questions for the University scholarly community and the general public. For further information, call 203-3657657.

RADIO STATIONS

WSHU Public Radio is a professionally operated group of public radio stations licensed to Sacred Heart University with studios and control centers located on the Fairfield campus. A full member of NPR, it is one of only two such stations in Connecticut and 268 in the United States.

WSHU is the principal public radio source for Fairfield, New Haven and Litchfield Counties in Connecticut and Suffolk and Duchess Counties in New York. More than 264,000 listeners tune in to the station’s blend of acclaimed NPR news and talk programs, locally produced classical music, award-winning regional reporting, and unique entertainment.

WSHU utilizes student support in the form of internships, work-study students, and board operators. It also serves as a lab for audio production.

In addition to its original 91.1 FM signal, WSHU operates another service, WSHU Fairfield County Public Radio (1260 AM, 1350 AM, 1400 AM and 106.5 FM), as well as three other radio stations— WSUF 89.9 FM in New York, WQQQ103.3 FM in Sharon, Connecticut, WYBC 1340 AM in New Haven, Connecticut—and seven translators: 90.1 FM (Stamford, CT), 91.3 FM (Huntington Station, NY), 91.7 FM (Ridge, NY), 93.3 FM (Northford, CT), 103.3 FM (Greenport, NY), and 105.7 FM (Selden, NY).

SPORTS MEDICINE AND REHABILITATION CLINIC

The University operates two physical therapy and hand therapy clinic facilities, one on campus affiliated with the academic program in Physical Therapy, and one in Shelton, Connecticut. The on-campus clinic is located in the William H. Pitt Health and Recreation Center and at the Cambridge Drive facility. The clinics provide physical therapy and hand therapy services to students, employees and the public. Clinic staff includes several members of the Physical Therapy program faculty as well as several staff members who are advanced clinicians in orthopedic, sports physical therapy and hand therapy. All are licensed physical therapists. The clinics operate five days per week, 12 hours per day. This clinic service is also closely affiliated with the University’s athletic training program to serve the rehabilitation needs of our student-athletes.

The clinical facility features the latest technological equipment in isokinetic testing with a new Biodex II system, a full range of orthopedic and sports physical therapy evaluation resources, a therapeutic pool and a full hand rehabilitation center. Patients of the clinic may take advantage of the comprehensive fitness facilities of the William H. Pitt Health and Recreation Center under the supervision of a Physical Therapy staff member. The clinics are authorized providers for most major medical insurance carriers. For further information, call 203-396-8181.
Degrees and Curricula

The goal of Sacred Heart University is to provide an educational experience that will foster the development of the whole person who is:

• knowledgeable and educated - able to know, understand, judge, reason, analyze, synthesize, discern, appreciate, value, and communicate;
• intellectually and professionally prepared to take their place as citizens, professionals, and leaders in an ever-changing, global world;
• rooted in faith and who recognizes faith’s relevance to human experience;
• compassionate in heart and who possesses a moral framework that recognizes the freedom and dignity of every human person and the importance of a just society.

Baccalaureate Degrees

At the undergraduate level, Sacred Heart University offers two baccalaureate degrees: Bachelor of Arts (BA) or Bachelor of Science (BS) depending upon the nature of the discipline of the major. The University offers 26 majors and 30 minors. The University also offers Associate in Arts (AA) and Associate in Science (AS) degrees.

All candidates for the baccalaureate degree must complete at least 120 credits, with a minimum of 30 credits taken at Sacred Heart University. A minimum cumulative grade point average (GPA) of 2.0 is required. In addition a minimum of 2.0 is required in the Major field of study.

The University Core Curriculum

A central component of undergraduate study is the University’s Core Curriculum, which embodies the University’s commitment to academic excellence, social responsibility, and ethical awareness. Consistent with its Mission, Sacred Heart University provides its students with a core curriculum that is rooted in the liberal arts and Catholic Intellectual Traditions. The core curriculum is:

• fundamental to becoming a knowledgeable, educated, and ethically responsible person;
• foundational to studies in the major and to lifelong learning; and is
• essential preparation for personal and professional success in a global and ever-changing world.

STRUCTURE OF THE UNIVERSITY CORE CURRICULUM

The Core Curriculum is composed of three components:

• Foundational Core (30 credits)
• Common Core: The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition (6 credits)
• Thematic Liberal Arts Core (9 credits)

I. Foundational Core (30 credits)

The Foundational Core provides students with a broad liberal arts education which includes the development of written and oral communication, critical thinking, information literacy, and mathematical skills that are necessary for academic and professional success.

The following courses will fulfill Foundational Core requirements for Academic Year 2015-2016. However, not all of these courses will be offered every semester or every academic year. Also, this list is subject to change in subsequent academic years.

Foundational Core Courses

FYS 125*  First Year Seminar (3 credits)

First Year Seminars are designed and taught mainly by full-time faculty on topics that
are pertinent to the lives of students, the world in which they live, and the interests of faculty. The seminars are writing and oral communications intensive and introduce students to college-level research skills and principles of information literacy. First Year Seminars are capped at 18 students to ensure that instructors can devote adequate attention to the content of their courses and the development of the proficiencies and skills of each student.

*A minimum grade of C or better is required.

FLO 125  The Art of Thinking (3 credits)
The Art of Thinking provides students with the tools they need to become effective thinkers. This course covers the essential methods and rules of logic, such as inductive and deductive arguments, fallacies, and syllogisms. Using the tools of logic, students read primary texts and arguments with faculty from diverse disciplines.

Arts/Design/Communications (3 credits)
AR 101  Art in the Western World
AR 104  American Art: Colonial to Modern
AR 110  Design: Visual Organization
AR 114  Digital Design Basics
AR 120  Drawing I
AR 201  Studies in Modern Art
CM 101  Introduction to Media Culture
CM 131  Italian Media Culture: From Film to Food
CM 132  Irish Media Culture: From Movies to Music
CM 134  Irish Cinema: Theory and Practice
DA 100  Introduction to Dance History
MU 102  History of Jazz
MU 103  From Bach to Beethoven
MU 104  From Brahms To Bernstein
MU 112  Music in America
MU 114  Music of Latin America & the Caribbean
MU 239  Catholic Church Music
THR 101  Introduction to Theatre

History (3 credits)
HI 100  Western Civilization I: Ancient to 1500: Citizenship, Democracy & Culture
HI 102  Western Civilization II: Since 1500: Economies, Sciences & Politics

Literature (3 credits)
ENG 201  Experiencing Literature
ENG 220  British Literature to 1603
ENG 223  Shakespeare
ENG 224  17th Century British Literature
ENG 225  Restoration and 18th Century Literature
ENG 226  British Romantic Literature
ENG 227  British Victorian Literature
ENG 228  20th Century British Literature
ENG 229  Special Topics in British Literature
ENG 230  Colonial & Federal American Literature
ENG 233  American Renaissance
ENG 234  Dickinson to Eliot
ENG 235  Faulkner to the Present
ENG 236  Contemporary American Fiction
ENG 239  Special Topics in American Literature
ENG 240  Early American Black Literature
ENG 241  Black Writers in America
ENG 242  American Women of Color
ENG 243  Latin American Literature in Translation
ENG 244  Studies in World Literature
ENG 249  Special Topics in Multicultural Literature
ENG 261  Masterpieces of World Literature
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 251</td>
<td>Spanish Literature I</td>
</tr>
<tr>
<td>SP 252</td>
<td>Spanish Literature II</td>
</tr>
<tr>
<td>SP 258</td>
<td>Nineteenth Century Novel</td>
</tr>
<tr>
<td>SP 259</td>
<td>Special Topics in the Literature of Spain</td>
</tr>
<tr>
<td>SP 261</td>
<td>Masterpieces of Spanish-American Literature I</td>
</tr>
<tr>
<td>SP 262</td>
<td>Masterpieces of Spanish-American Literature II</td>
</tr>
<tr>
<td>SP 263</td>
<td>Special Topics: Spanish-American Literature</td>
</tr>
<tr>
<td>SP 265</td>
<td>Special Topics: Latin-American Literature</td>
</tr>
<tr>
<td>SP 267</td>
<td>Special Topics: Caribbean Literature</td>
</tr>
<tr>
<td>SP 353</td>
<td>Spanish Golden Age Literature</td>
</tr>
<tr>
<td>SP 356</td>
<td>Advanced Topics in Spanish Literature</td>
</tr>
<tr>
<td>SP 359</td>
<td>20th Century Spanish Prose Narrative</td>
</tr>
<tr>
<td>FR 251</td>
<td>Introduction to Literature I</td>
</tr>
<tr>
<td>FR 252</td>
<td>French Writers Then and Now</td>
</tr>
<tr>
<td>FR 371</td>
<td>Literary Travelers, Exiles, and Expatriates</td>
</tr>
<tr>
<td>FR 372</td>
<td>Women Writers</td>
</tr>
<tr>
<td>FR 373</td>
<td>Topics in French Literature</td>
</tr>
<tr>
<td>FR 376</td>
<td>Studies in World Literature</td>
</tr>
<tr>
<td>IT 251</td>
<td>Italian Literature I</td>
</tr>
<tr>
<td>IT 252</td>
<td>Italian Literature II</td>
</tr>
<tr>
<td>IT 290</td>
<td>The Italian Short Story</td>
</tr>
<tr>
<td>IT 371</td>
<td>Literary Travelers, Exiles, and Expatriates</td>
</tr>
<tr>
<td>IT 372</td>
<td>Women Writers</td>
</tr>
<tr>
<td>IT 373</td>
<td>Topics in Italian Literature</td>
</tr>
<tr>
<td>IT 380</td>
<td>Dante and the Italian Literary Tradition</td>
</tr>
<tr>
<td>MA 109</td>
<td>Mathematics for Decision Making</td>
</tr>
<tr>
<td>MA 110</td>
<td>Calculus for Decision Making</td>
</tr>
<tr>
<td>MA 140</td>
<td>Precalculus</td>
</tr>
<tr>
<td>MA 151</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MA 152</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MA 253</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MA 261</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>BI 101</td>
<td>The Nature of Life</td>
</tr>
<tr>
<td>BI 102</td>
<td>Heredity &amp; Society</td>
</tr>
<tr>
<td>BI 103</td>
<td>Human Body</td>
</tr>
<tr>
<td>BI 104</td>
<td>Intro to Coastal Ecology</td>
</tr>
<tr>
<td>BI 110</td>
<td>Zoological Conservation &amp; Behavior</td>
</tr>
<tr>
<td>BI 111/113</td>
<td>Concepts in Biology I</td>
</tr>
<tr>
<td>BI 152</td>
<td>Environment &amp; Sustainability</td>
</tr>
<tr>
<td>BI 174</td>
<td>Intro to Coastal Management</td>
</tr>
<tr>
<td>BI 176</td>
<td>Intro to Oceanography</td>
</tr>
<tr>
<td>CH 101/102</td>
<td>Physical Science for Education with lab</td>
</tr>
<tr>
<td>CH 117</td>
<td>Principles of Organic and Biochemistry</td>
</tr>
<tr>
<td>CH 120</td>
<td>Drugs and Their Implications to Society</td>
</tr>
<tr>
<td>CH 130</td>
<td>The Chemistry of Nutrition</td>
</tr>
<tr>
<td>CH 140</td>
<td>Chemistry, Society and the Environment</td>
</tr>
<tr>
<td>CH 151</td>
<td>General Chemistry 1</td>
</tr>
<tr>
<td>CS 100</td>
<td>Introduction to Information Technology</td>
</tr>
<tr>
<td>CS 101</td>
<td>Web Design and Visual Tools for Non-Majors</td>
</tr>
<tr>
<td>CS 102</td>
<td>Multimedia Applications</td>
</tr>
<tr>
<td>CS 104</td>
<td>Digital Applications and Gaming</td>
</tr>
<tr>
<td>CS 106</td>
<td>Intro to Info Tech/Business</td>
</tr>
<tr>
<td>CS 110</td>
<td>Introduction to Computer Science</td>
</tr>
<tr>
<td>CS 171</td>
<td>Introduction to Computer Gaming</td>
</tr>
</tbody>
</table>

**Mathematics (college level; 3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 101</td>
<td>Modern College Mathematics</td>
</tr>
<tr>
<td>MA 105</td>
<td>Mathematical App. For Health Sciences</td>
</tr>
<tr>
<td>MA 106</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MA 107</td>
<td>Mathematics for Elem. School</td>
</tr>
<tr>
<td>MA 110</td>
<td>Calculus for Decision Making</td>
</tr>
<tr>
<td>MA 140</td>
<td>Precalculus</td>
</tr>
<tr>
<td>MA 151</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MA 152</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MA 253</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MA 261</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>BI 101</td>
<td>The Nature of Life</td>
</tr>
<tr>
<td>BI 102</td>
<td>Heredity &amp; Society</td>
</tr>
<tr>
<td>BI 103</td>
<td>Human Body</td>
</tr>
<tr>
<td>BI 104</td>
<td>Intro to Coastal Ecology</td>
</tr>
<tr>
<td>BI 110</td>
<td>Zoological Conservation &amp; Behavior</td>
</tr>
<tr>
<td>BI 111/113</td>
<td>Concepts in Biology I</td>
</tr>
<tr>
<td>BI 152</td>
<td>Environment &amp; Sustainability</td>
</tr>
<tr>
<td>BI 174</td>
<td>Intro to Coastal Management</td>
</tr>
<tr>
<td>BI 176</td>
<td>Intro to Oceanography</td>
</tr>
<tr>
<td>CH 101/102</td>
<td>Physical Science for Education with lab</td>
</tr>
<tr>
<td>CH 117</td>
<td>Principles of Organic and Biochemistry</td>
</tr>
<tr>
<td>CH 120</td>
<td>Drugs and Their Implications to Society</td>
</tr>
<tr>
<td>CH 130</td>
<td>The Chemistry of Nutrition</td>
</tr>
<tr>
<td>CH 140</td>
<td>Chemistry, Society and the Environment</td>
</tr>
<tr>
<td>CH 151</td>
<td>General Chemistry 1</td>
</tr>
<tr>
<td>CS 100</td>
<td>Introduction to Information Technology</td>
</tr>
<tr>
<td>CS 101</td>
<td>Web Design and Visual Tools for Non-Majors</td>
</tr>
<tr>
<td>CS 102</td>
<td>Multimedia Applications</td>
</tr>
<tr>
<td>CS 104</td>
<td>Digital Applications and Gaming</td>
</tr>
<tr>
<td>CS 106</td>
<td>Intro to Info Tech/Business</td>
</tr>
<tr>
<td>CS 110</td>
<td>Introduction to Computer Science</td>
</tr>
<tr>
<td>CS 171</td>
<td>Introduction to Computer Gaming</td>
</tr>
</tbody>
</table>
PY 100  Elements of Physics
PY 105  General Physics (split version)
PY 111  General Physics 1
PY 155  Physics & the Bible
PY 190  Astronomy

Philosophy (3 credits)
PH 221  Historical Survey of Philosophy
PH 224  Intro to Ancient Philosophy
PH 229  Eastern Philosophy
PH 231  Intro to Philosophy of Knowledge
PH 240  Intro to Philosophy of Beauty
PH 251  Intro to Ethics
PH 255  Intro to Social and Political Philosophy
PH 272  Intro to Metaphysics
PH 274  Existentialism
PH 290  Major Figures in Philosophy

Social or Behavioral Sciences (3 credits)
AN 103  Introduction to Archeology
AN 110  Human Cultural Diversity
EC 202  Principles of Microeconomics
EC 203  Principles of Macroeconomics
GS 101  Introduction to Global Studies
PO 121  Introduction to American Government
PO 122  Introduction to International Relations
PS 110  Introduction to Psychology
SO 110  Sociological Imagination
SO 120  Social Issues and Social Change
SO 239  Diversity and Oppression

Theology/Religious Studies (3 credits)
TRS 201  Intro to Old Testament
TRS 202  Intro to New Testament
TRS 203  Intro to Gospels
TRS 204  Letters of Paul
TRS 220  Intro to Catholic Theology
TRS 221  Understanding Theology
TRS 222  Faith and Reason
TRS 230  History of Christianity I
TRS 231  History of Christianity II
TRS 233  Women in Christianity
TRS 234  Contemporary Roman Catholic Thought
TRS 235  Constructing Concept of God
TRS 240  Foundations of Catholic Ethics
TRS 241  History of Christian Ethics
TRS 242  Catholic Social Justice Tradition
TRS 243  Ethics in World Religions
TRS 260  Eastern Religions
TRS 261  Islam
TRS 262  Judaism
TRS 263  Symbol, Myth & Ritual
TRS 265  Intro to World Religions
TRS 266  Understanding Religion
TRS 270  Religion in America
TRS 271  Celtic Religious Traditions
TRS 272  Religion in Contemporary Ireland
TRS 273  Religion and Sexuality
TRS 275  Art & The Sacred
TRS 276  Women in World Religion
TRS 277  Jewish-Christian Relations
TRS 284  Cults, Sects, & New Religious Movements

II. Common Core: The Human Journey
Seminars: Great Books in the Catholic Intellectual Tradition
Sacred Heart University’s academic signature centerpiece, The Human Journey Seminars provides students with an interdisciplinary understanding of the roots and development of the Catholic Intellectual Tradition as an ongoing 2000 year conversation between the Catholic community of its thinkers, writers, artists and the cultures in which they have lived, asking fundamental
questions about God, humanity, society, and nature. The Seminars engage students in an interdisciplinary exploration of the fundamental claims of the Catholic Intellectual Tradition; enable students to understand the Catholic Intellectual Tradition as characterized by open, rigorous, intellectual inquiry in the context of a faith tradition; enjoin students, with faculty, in seminar discussion; and develop students’ reading, writing, speaking skills.

The Seminars are framed by the four fundamental and enduring questions of human meaning and value:

- What does it mean to be human?
- What does it mean to live a life of meaning and purpose?
- What does it mean to understand and appreciate the natural world?
- What does it mean to forge a more just society for the common good?

The two Seminars are:

CIT I 201: An interdisciplinary study of the early Catholic thinkers, writers, and artists who provide an understanding of the roots of this Tradition and who begin its ongoing conversation about fundamental questions of human existence.

CIT II 202: An interdisciplinary study of modern Catholic thinkers, writers, and artists who continue the development of this ongoing conversation about God, humanity, society, and nature.

III. Thematic Liberal Arts Core

Students will select three courses around a common theme which will provide them with a multidisciplinary understanding of that theme. Students will take one course in each of the following liberal arts areas: humanities, natural and physical sciences, social and behavioral sciences. By exploring contemporary themes such as Freedom, Equality, and the Common Good, The Search for Beauty, and Wellness and Well-Being, this component of the core curriculum will provide a distinctive SHU Experience.

The following courses will fulfill the respective themes in the Thematic Liberal Arts Core for Academic Year 2015-2016. However, not all of these courses will be offered every semester or every academic year. Also, this list is subject to change in subsequent academic years.

**Thematic Liberal Arts Core Courses**

**FREEDOM, EQUALITY AND THE COMMON GOOD**

**Humanities**

**Art**
- AR 211 Graphic Design
- AR 225 Web Page Design
- AR 276 Interactive 2D Animation

**Communication**
- CM 224 Democratic Technologies
- CM 254 Media and Democracy
- CM 351 Women in Film and Television

**English**
- ENG 232 American Voices II
- ENG 240 Early American Black Literature
- ENG 241 Black Writers in America
- ENG 242 American Women of Color
- ENG 243 Latin American Literature in Transition
- ENG 249 Special topics: Multicultural Literature
- ENG 266 Special Topics in Freedom

**Foreign Languages/Cultures**
- FR 203 Advanced Conversation and Contemporary Issues
- FR 280 French Civilization and Culture
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 281</td>
<td>Francophone Civilization and Culture</td>
<td>HI 255</td>
<td>Celtic and Irish History</td>
</tr>
<tr>
<td>FR 283</td>
<td>Franco-Italian Connections</td>
<td>HI 256</td>
<td>Thousands Are Sailing</td>
</tr>
<tr>
<td>FR 363</td>
<td>Topics in French/Francophone Culture</td>
<td>HI 257</td>
<td>History and Memory in Modern Ireland</td>
</tr>
<tr>
<td>IT 203</td>
<td>Advance Conversation and Contemporary Issues</td>
<td>HI 258</td>
<td>Britain &amp; the Empire, 1714-1918</td>
</tr>
<tr>
<td>IT 280</td>
<td>Italian Civilization and Culture</td>
<td>HI 283</td>
<td>History of Modern China</td>
</tr>
<tr>
<td>IT 283</td>
<td>Franco-Italian Connections</td>
<td>HI 285</td>
<td>Modern China, 1921 to Present</td>
</tr>
<tr>
<td>IT 363</td>
<td>Topics in Italian Culture</td>
<td>HI 300</td>
<td>The Vietnam War</td>
</tr>
<tr>
<td>SP 211</td>
<td>Conversation I</td>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>SP 212</td>
<td>Conversation II</td>
<td>MU 110</td>
<td>Women in Music</td>
</tr>
<tr>
<td>SP 267</td>
<td>Hispanic Caribbean Literature</td>
<td></td>
<td>Philosophy</td>
</tr>
<tr>
<td>SP 363</td>
<td>Self and Society in American Literature</td>
<td>PH 309</td>
<td>Theories of Justice</td>
</tr>
<tr>
<td>SP 351</td>
<td>Gender and Class in Modern Spanish Fiction</td>
<td>PH 310</td>
<td>Philosophy of Race</td>
</tr>
<tr>
<td>SP 381</td>
<td>Women in Latin American Society</td>
<td>PH 311</td>
<td>Women, Gender, &amp; Philosophy</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>PH 312</td>
<td>Philosophy of Marx</td>
</tr>
<tr>
<td>HI 212</td>
<td>Contemporary Latin America</td>
<td>PH 315</td>
<td>Philosophy of Gender</td>
</tr>
<tr>
<td>HI 214</td>
<td>French Revolution and Napoleon</td>
<td>PH 352</td>
<td>Philosophy of Law</td>
</tr>
<tr>
<td>HI 218</td>
<td>Modern France</td>
<td>PH 354</td>
<td>Virtues, Acts, and Consequences</td>
</tr>
<tr>
<td>HI 222</td>
<td>US History to 1865</td>
<td></td>
<td>Theology/Religious Studies</td>
</tr>
<tr>
<td>HI 223</td>
<td>US History from 1865</td>
<td>TRS 233</td>
<td>Women in Christianity</td>
</tr>
<tr>
<td>HI 224</td>
<td>Society in Colonial America</td>
<td>TRS 271</td>
<td>Celtic Religious Traditions</td>
</tr>
<tr>
<td>HI 226</td>
<td>The American Revolution</td>
<td>TRS 273</td>
<td>Religion and Sexuality</td>
</tr>
<tr>
<td>HI 229</td>
<td>Westward Movement in the US</td>
<td>TRS 277</td>
<td>Jewish-Christian Relations</td>
</tr>
<tr>
<td>HI 230</td>
<td>American Civil War</td>
<td>TRS 333</td>
<td>Women in Celtic Christianity</td>
</tr>
<tr>
<td>HI 232</td>
<td>Reconstruction and Post-Civil War America</td>
<td>TRS 341</td>
<td>Religion, War and Peace</td>
</tr>
<tr>
<td>HI 233</td>
<td>Gilded Age &amp; Progressive Era</td>
<td>TRS 342</td>
<td>Human Rights</td>
</tr>
<tr>
<td>HI 234</td>
<td>Catholics and American Society</td>
<td>TRS 343</td>
<td>Philanthropy as a Moral Action</td>
</tr>
<tr>
<td>HI 235</td>
<td>Women in American Society</td>
<td>TRS 360</td>
<td>Women in World Religion</td>
</tr>
<tr>
<td>HI 243</td>
<td>Golden Age of Greece</td>
<td>TRS 361</td>
<td>Women in Islam</td>
</tr>
<tr>
<td>HI 246</td>
<td>Roman Republic</td>
<td>TRS 370</td>
<td>Interreligious Dialogue</td>
</tr>
<tr>
<td>HI 248</td>
<td>Roman Empire and Christianity</td>
<td>TRS 383</td>
<td>Holocaust, Genocide, and Religion</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td>Natural/Physical Sciences</td>
</tr>
<tr>
<td>BI 104</td>
<td>Introduction to Coastal Ecology</td>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td>BI 107</td>
<td>Heredity and Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 152</td>
<td>Environment &amp; Sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 165</td>
<td>Human Evolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 217</td>
<td>Fundamentals of Epidemiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 265</td>
<td>Conservation Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 278</td>
<td>Coastal Ecology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 120</td>
<td>Drugs and Their Implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 319</td>
<td>Computer Ethics: Society &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 131</td>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 331</td>
<td>Probability &amp; Statistics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 342</td>
<td>International Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 215</td>
<td>Social Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 275</td>
<td>Psychology of Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 201</td>
<td>Poverty and Inequality in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 237</td>
<td>Deviance and Social Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 239</td>
<td>Diversity and Oppression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 244</td>
<td>Racial and Ethnic Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 254</td>
<td>Society and Economic Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 259</td>
<td>Social Movements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO 263</td>
<td>Sociology of Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AN 205</td>
<td>North American Indians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 203</td>
<td>Principles of Macroeconomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 298</td>
<td>Democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 300</td>
<td>Foundations of Political Thought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 308</td>
<td>Theories of Political Economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 309</td>
<td>British Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 310</td>
<td>Irish Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 313</td>
<td>Politics of European Integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 314</td>
<td>Middle East Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 315</td>
<td>Latin American Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 316</td>
<td>South Asian Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 317</td>
<td>African Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 318</td>
<td>Contemporary European Politics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 320</td>
<td>Modern Political Economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 332</td>
<td>International Political Economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 201</td>
<td>Studies in Modern Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 204</td>
<td>Renaissance Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 205</td>
<td>European Art: 17th-19th Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 208</td>
<td>Introduction to Eastern Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 211</td>
<td>Graphic Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 225</td>
<td>Web Page Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 276</td>
<td>Interactive 2D Animation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM 201</td>
<td>Art and the Moving Image</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM 256</td>
<td>Magazines and Body Image</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM 257</td>
<td>Women and Advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 220</td>
<td>British Literature to 1603</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 223</td>
<td>Shakespeare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 224</td>
<td>17th Century British Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 225</td>
<td>Restoration and 18th Century Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 226</td>
<td>British Romantic Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 227</td>
<td>British Victorian Literature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE SEARCH FOR BEAUTY**

**Humanities**

**Anthropology**
- AN 205 North American Indians

**Economics**
- EC 202 Principles of Microeconomics
- EC 203 Principles of Macroeconomics

**Political Science**
- PO 298 Democracy
- PO 300 Foundations of Political Thought
- PO 308 Theories of Political Economy
- PO 309 British Politics
- PO 310 Irish Politics
- PO 313 Politics of European Integration
- PO 314 Middle East Politics
- PO 315 Latin American Politics
- PO 316 South Asian Politics
- PO 317 African Politics
- PO 318 Contemporary European Politics
- PO 320 Modern Political Economy
- PO 332 International Political Economy
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 228</td>
<td>20th Century British Literature</td>
<td>HI 224</td>
<td>Society in Colonial America</td>
</tr>
<tr>
<td>ENG 229</td>
<td>Special Topics in British Literature</td>
<td>HI 230</td>
<td>American Civil War</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Colonial &amp; Federalist American</td>
<td>HI 230</td>
<td>Reconstruction and Post-Civil War America</td>
</tr>
<tr>
<td>ENG 233</td>
<td>American Renaissance</td>
<td>HI 232</td>
<td>Gilded Age &amp; Progressive Era</td>
</tr>
<tr>
<td>ENG 234</td>
<td>Dickinson to Eliot</td>
<td>HI 233</td>
<td>Catholics and American Society</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Faulkner to the Present</td>
<td>HI 234</td>
<td></td>
</tr>
<tr>
<td>ENG 236</td>
<td>Contemporary American Fiction</td>
<td>HI 235</td>
<td>Women in American Society</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Nature Writing</td>
<td>HI 237</td>
<td>American Environmental History</td>
</tr>
<tr>
<td>ENG 239</td>
<td>Special Topics in American Literature</td>
<td>HI 253</td>
<td>From Rembrandt to Van Gogh</td>
</tr>
<tr>
<td>ENG 240</td>
<td>Early American Black Literature</td>
<td>HI 255</td>
<td>Celtic and Irish History</td>
</tr>
<tr>
<td>ENG 241</td>
<td>Black Writers in America</td>
<td>HI 256</td>
<td>Thousands Are Sailing: Irish at Home &amp; Abroad</td>
</tr>
<tr>
<td>ENG 242</td>
<td>American Women of Color</td>
<td>HI 257</td>
<td>History and Memory in Modern Ireland</td>
</tr>
<tr>
<td>ENG 243</td>
<td>Latin American Literature in Transition</td>
<td>HI 285</td>
<td>Modern China, 1921 to Present</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Studies in World Literature</td>
<td>MU 104</td>
<td>From Brahms to Bernstein</td>
</tr>
<tr>
<td>ENG 253</td>
<td>Introduction to Creative Writing</td>
<td>MU 106</td>
<td>Intro to Traditional Irish Music</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Advanced Poetry Writing</td>
<td>MU 109</td>
<td>History of Italian Opera</td>
</tr>
<tr>
<td>ENG 256</td>
<td>Playwriting</td>
<td>MU 110</td>
<td>Women in Music</td>
</tr>
<tr>
<td>ENG 261</td>
<td>Masterpieces of World Literature</td>
<td>MU 112</td>
<td>Music in America</td>
</tr>
<tr>
<td>ENG 267</td>
<td>Special Topics in Beauty</td>
<td>MU 114</td>
<td>Music of Latin America &amp; Caribbean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MU 125</td>
<td>Music in the Performing Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MU 239</td>
<td>Catholic Church Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 322</td>
<td>American Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 341</td>
<td>Philosophy of Art and Beauty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 342</td>
<td>Philosophy of Performing Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 343</td>
<td>Philosophy and Film</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 344</td>
<td>Philosophy and Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 380</td>
<td>Love in the Western Tradition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TRS 271</td>
<td>Celtic Religious Traditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TRS 275</td>
<td>Art and the Sacred</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TRS 330</td>
<td>Mysticism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TRS 336</td>
<td>Theology and Native Irish Spirituality</td>
</tr>
</tbody>
</table>

**Foreign Languages and Cultures**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 204</td>
<td>Explorations in French Film</td>
</tr>
<tr>
<td>FR 353</td>
<td>Topics in French/Francophone Film</td>
</tr>
<tr>
<td>IT 204</td>
<td>Explorations in Italian Film</td>
</tr>
<tr>
<td>IT 353</td>
<td>Topics in Italian Film</td>
</tr>
<tr>
<td>SP 352</td>
<td>Topics in Spanish Literature</td>
</tr>
<tr>
<td>SP 361</td>
<td>Topics in Latin American Literature</td>
</tr>
</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 214</td>
<td>French Revolution and Napoleon</td>
</tr>
<tr>
<td>HI 218</td>
<td>Modern France</td>
</tr>
<tr>
<td>HI 222</td>
<td>US History to 1865</td>
</tr>
<tr>
<td>HI 223</td>
<td>US History from 1865</td>
</tr>
</tbody>
</table>

**Philosophy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 322</td>
<td>American Philosophy</td>
</tr>
<tr>
<td>PH 341</td>
<td>Philosophy of Art and Beauty</td>
</tr>
<tr>
<td>PH 342</td>
<td>Philosophy of Performing Arts</td>
</tr>
<tr>
<td>PH 343</td>
<td>Philosophy and Film</td>
</tr>
<tr>
<td>PH 344</td>
<td>Philosophy and Literature</td>
</tr>
<tr>
<td>PH 380</td>
<td>Love in the Western Tradition</td>
</tr>
</tbody>
</table>

**Theology/Religious Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRS 271</td>
<td>Celtic Religious Traditions</td>
</tr>
<tr>
<td>TRS 275</td>
<td>Art and the Sacred</td>
</tr>
<tr>
<td>TRS 330</td>
<td>Mysticism</td>
</tr>
<tr>
<td>TRS 336</td>
<td>Theology and Native Irish Spirituality</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>TRS 337</td>
<td>Narratives of Solitude</td>
</tr>
<tr>
<td>TRS 363</td>
<td>Pilgrimage &amp; Sacred Journeys</td>
</tr>
<tr>
<td>TRS 386</td>
<td>Religion and Literature</td>
</tr>
<tr>
<td>TRS 387</td>
<td>Religion and Film</td>
</tr>
<tr>
<td>TRS 388</td>
<td>Religious Issues in Science Fiction</td>
</tr>
</tbody>
</table>

**Natural/Physical Sciences**

**Biology**
- BI 165 Human Evolution
- BI 215 Sensation and Perception

**Chemistry**
- CH 103 Scientific Discovery & Human Community

**Mathematics**
- MA 101 Modern College Mathematics
- MA 280 History of Mathematics
- MA 301 Mathematical Structures & Proofs

**Physics**
- PY 190 Basic Astronomy
- PY 155 Science and the Bible

**Social/Behavioral Sciences**

**Anthropology**
- AN 230 Native American Literature

**Psychology**
- PS 275 Psychology of Women

**Sociology**
- SO 202 Sociology of the Body
- SO 222 Consumer Culture Wellness and Well-Being

**Philosophy**
- PH 315 Philosophy of Gender
- PH 316 Problem of Authenticity
- PH 351 Philosophical Psychology
- PH 353 Bioethics: Philosophical Approaches
- PH 355 Happiness and the Good Life
- PH 380 Love in the Western Tradition

**Theology/Religious Studies**
- TRS 340 Bioethics: Religious Approaches
- TRS 344 Virtue Ethics
- TRS 364 Death and Dying in World Religions
- TRS 373 Religion, Health and Healing

**Humanities**

**Communication**
- CM 212 Media Literacy
- CM 251 Studies in Self-Help Books
- CM 256 Magazines and Body Image

**English**
- ENG 260 Literature of Illness & Healing
- ENG 265 Special Topics in Wellness

**History**
- HI 214 French Revolution and Napoleon
- HI 218 Modern France
- HI 230 American Civil War
- HI 232 Reconstruction and Post-Civil War America
- HI 233 Gilded Age & Progressive Era
- HI 235 Women in American History
- HI 237 American Environmental History
- HI 255 Celtic and Irish History
- HI 283 History of Modern China
- HI 285 Modern China, 1921 to Present

**Music**
- MU 110 Women in Music

**Theology/Religious Studies**
- TRS 340 Bioethics: Religious Approaches
- TRS 344 Virtue Ethics
- TRS 364 Death and Dying in World Religions
- TRS 373 Religion, Health and Healing

**Biological Sciences**

**Biology**
- BI 126/127 Anatomy & Physiology I (Nursing)
BI 150   Biology of Poisons
BI 206/208   Anatomy and Physiology I
BI 217   Fundamentals of Epidemiology
BI 230   Microbiology
BI 325   Immunology
BI 340   Cancer Biology

Chemistry
CH 117   Principles of Chemistry
CH 120   Drugs and Their Implications to Society
CH 130   Chemistry of Nutrition
CH 140   Chemistry, Society and the Environment
CH 341   Biochemistry

Mathematics
MA 105   Mathematical Applications for Health Sciences

Social/Behavioral Sciences

Anthropology
AN 210   Culture, Health, and Wellness

Economics
EC 202   Principles of Microeconomics
EC 203   Principles of Macroeconomics

Political Science
PO 305   Ethics and Politics
PO 319   Political Psychology

Psychology
PS 211   Human Sexuality
PS 220   Drugs: Use and Abuse
PS 274   Adult Development
PS 280   Prevention and Health Promotion
PS 289   Positive Psychology in Literature & Film
PS 295   Health Psychology
PS 313   Abnormal Psychology in Film

Sociology
SO 201   Poverty and Inequality in the United States
SO 202   Sociology of the Body
SO 215   Social Psychology: Macroprocesses
SO 216   Changing Families
SO 234   Sociology of Health and Healthcare
SO 238   Youth and Contemporary Society
SO 263   Sociology of Gender
SO 222   Consumer Culture

The Major Field (30-58 credits)
The major provides the student an area of specialty as preparation for a career or as a foundation for graduate study.

Several baccalaureate majors offer multiple specialization programs. One half of the credit for the student’s major must be completed at Sacred Heart University.
Sacred Heart University offers the following baccalaureate major programs, with concentration options listed after the major:

A minimum GPA of 2.0 is required for the Major with no individual course grade below a C.

COLLEGE OF ARTS AND SCIENCES
• Art & Design: General Art for Education; Graphic Design; Illustration; Studio Art
• Biology: Coastal & Marine Science; Molecular & Cellular Biology; Neuroscience
• Chemistry: Biochemistry
• Communication Studies: Advertising Media/PR; Sports Media
• Computer Science & Information Technology: Computer Science; Computer Gaming; Information Technology; Network Security
• Criminal Justice
• Digital Communication
• English: Literature; Writing
• Global Studies
• History
• Mathematics
• Media Arts: Film, Television & Media; Journalism; Performing Arts
• Philosophy
• Political Science
• Psychology
• Social Work
• Sociology
• Spanish
• Theatre Arts: Acting; Musical Theatre
• Theology/Religious Studies: Theology

ISABELLE FARRINGTON COLLEGE OF EDUCATION
Undergraduates who are interested in becoming teachers apply to the Five Year Program during freshman or sophomore year. They select a major in the College of Arts and Sciences, take courses in the Farrington College of Education during their sophomore, junior and senior years and complete teacher certification requirements (including student teaching) and a Masters of Arts in Teaching degree during a fifth year.

JACK WELCH COLLEGE OF BUSINESS
• Accounting
• Business Economics
• Finance
• Marketing: Digital Advertising, Fashion Marketing and Merchandising, Sport Marketing
• Sport Management

COLLEGE OF HEALTH PROFESSIONS
• Athletic Training
• Exercise Science
• Health Science

UNIVERSITY COLLEGE
• General Studies
• Professional Studies

Electives (0–36 credits)
Electives are courses offered by the University in subject areas that interest the student. Electives should be selected in consultation with the student’s academic advisor.

Students majoring in any discipline may also elect courses in the following pre-professional areas: Pre-Law, Pre-Medical/Pre-Dental, Pre-Occupational Therapy, Pre-Optometry, Pre-Physical Therapy, Pre-Speech-Language Pathology and Pre-Veterinary. Qualified students may also elect courses in the Thomas More Honors Program or in Education. These are explained in the Academic Enhancement Programs chapter in this catalog.

No more than 8 credits in Applied Music may be used for free electives.

Minor Programs
In addition to a major, the student may choose an optional minor program from the following:

COLLEGE OF ARTS AND SCIENCES
• Actuarial Science
• Advertising Media/PR
• Anthropology
• Biology
• Catholic Studies
• Chemistry
• Computer Science
• Creative Writing
• Criminal Justice
• Digital Communication
• English
• European Studies
• Film & Television
• French
• Global Studies
• Graphic Design
• History
• Honors
• Illustration
• Information Technology
• Irish Studies
• Italian
• Journalism
• Latin American Studies
• Mathematics
• Media Arts
• Middle Eastern Studies
• Music (Academic Program)
• Performing Arts
• Philosophy
• Political Science
• Psychology
• Religious Studies
• Sociology
• Spanish
• Sports Media
• Studio Art
• Theology
• Women’s Studies

JACK WELCH COLLEGE OF BUSINESS
• Accounting
• Business
• Business Economics
• Digital Marketing
• Fashion Marketing and Merchandising
• Management
• Marketing
• Sports Management

COLLEGE OF HEALTH PROFESSIONS
• Geriatric Health and Wellness
• Health Science
• Pre-Speech-Language Pathology
• Global Health (with Global Studies)

Policy on Awarding of Second Baccalaureate Degree
Students will be eligible to receive a second baccalaureate degree from Sacred Heart University, with a major other than that obtained with their first degree, if they meet the following criteria:

• They will have fulfilled the requirements of the second degree and major.
• They will have completed at least 30 credits at Sacred Heart University after the date of the first degree.
• That up to 90 credits of the first degree can be used toward the fulfillment of the new degree/major.

Associate of Arts and Associate of Science Degree Programs
Associate Degrees are offered for students whose needs are best met by this degree or for students who may seek to further their education at a later time with a baccalaureate degree. The Associate degree programs fall in two general categories: Associate of Arts (AA) in General Studies degree, with specialties in 19 different fields, and career-based Associate of Science (AS) degrees in one field. In addition to the specialty courses, each program has its foundation within a liberal arts base.
ASSOCIATE OF ARTS DEGREE–GENERAL STUDIES PROGRAM

All Associate of Arts degrees are offered by University College. The candidate for the AA degree in General Studies must complete 60 credits, which include the AA Core Curriculum as well as an emphasis of not less than 15 credit hours and elective courses chosen in consultation with the student’s advisor. A minimum of 30 of these credits must be taken at Sacred Heart University, and a minimum cumulative GPA of 2.0 is required.

Core Curriculum

The Core Curriculum for the AA degree provides the student with the opportunity to experience other disciplines, obtain a background for further study, and become a knowledgeable and educated human being.

**Foundational Core**
- FYS 125*
- FLO 125
- Arts/Design/Communications
- History
- Literature
- Mathematics
- Natural/Physical
- Philosophy
- Social or Behavioral Sciences
- Theology/Religious Studies

*A grade of C or better is required.

**Common Core: The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition**

Sacred Heart University’s academic signature centerpiece, The Human Journey Seminars, is a coherent, integrated, and interdisciplinary study of the liberal arts and sciences and the Catholic Intellectual Tradition.

See description of the Common Core: The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition courses listed previously in this chapter.

**Emphasis**

Credits range from 15–32, depending on the emphasis.

Note: The required courses for each emphasis are listed under each college and department section.

A grade of C or better is required in all emphasis courses. Area discipline courses cannot be used in above core areas. Areas of emphasis with required courses are:

**Associate of Arts Degree**

**College of Arts and Sciences**
- Art & Design
- Biology
- Chemistry
- Communication Studies
- English
- French
- History
- Italian
- Mathematics
- Media Arts
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theology & Religious Studies

**Associate of Science Degree**

**College of Arts and Sciences**
- Computer Science
Academic Enhancement Programs

Academic Advising
At Sacred Heart University, academic advising is an integral part of a student’s education, and regular meetings with an academic advisor should be an important feature of a student’s time at the University. Each College coordinates academic advising for all first-year students; advising for incoming transfer students is coordinated by a representative from the student’s chosen college. Once a student officially declares a major by completing our Major Declaration Form, he or she will receive a faculty advisor in the appropriate major discipline. Academic advisors not only assist students with course, program, and scheduling selection, but also provide the guidance and support needed to assist students in exploring personal and professional goals. It is important that students meet regularly with their academic advisors.

English as a Second Language (ESL)
The English Language Institute at Sacred Heart University offers an accredited full-time Intensive English Language program to prepare students for their successful study at an American academic institution.

Full-time ESL students enroll in eight-week sessions, taking a cluster of oral communication, written communication, pronunciation and service learning courses totaling 22 hours per week. Placement in the noncredit pre-academic intensive English Language Program is determined by an English Placement test and the student’s language profile. Students who successfully complete their ESL classes at the Sacred Heart English Language Institute are not required to take another proficiency test to enroll in other degree programs at Sacred Heart University. Admission to the English Language Institute does not guarantee admission to the University. Students are allowed to take credit courses while taking advanced ESL courses at the same time. For more information regarding the program, contact the Director at 203-365-7528. ESL classes are offered on the Fairfield campus. The program runs five semesters per year. Please see our website for further information: www.sacredheart.edu/esl

Thomas More Honors Program
The Honors Program is home to some of the University’s brightest and most committed students. The Honors version of the Common Core, The Human Journey, is rigorous, but also highly student-directed, in that students are given greater latitude in selecting readings and designing assignments and, in general, are invited to take active responsibility for what they are learning.

The limited size of the University’s program means that honors students receive highly individualized instruction. Since the best learning can sometimes take place out of the classroom, the program coordinates and funds opportunities every semester to travel as a group to off-campus cultural events, and provides a stipend for students who study abroad.

The mission of the students in the Honors Program is to serve as leaders in the intellectual, cultural, and spiritual life of the University. In this way, Honors students can themselves become leaders and active learners. For more information, visit the Honors website.

Independent Study and Individualized Instruction
Independent study is available for the qualified student who wants more advanced or specialized work in a given academic
area. A faculty member guides the student in the reading and/or research needed for the study. Only the student who has officially declared a major and who has successfully completed at least 15 credits will be able to enroll. A maximum of 6 credits of independent study or individualized instruction is permitted toward the baccalaureate degree. Independent study requires a packet approved by the advisor, instructor, department chair and Dean.

Individualized instruction under the guidance of a faculty member is available for the student who needs a specific course to fulfill degree requirements but is unable to schedule the course for a valid reason (e.g., involvement in student teaching, field experience or unavailability of the course). The syllabus for individual instruction conforms to the usual requirements, including required assignments, for that course. Ordinarily, no student will be permitted to take more than one individualized course per semester, and no more than two individualized courses to fulfill degree requirements.

**Instructional Technology and Mobile Computing Program**

Recognizing the increasingly important role of technology in our society and in education, Sacred Heart University has made a commitment to, and a serious investment in computers, networking and its supporting technologies. The University’s network infrastructure provides connectivity to every facility on campus via a fiber-optic multi-Gigabit Ethernet backbone.

802.11n wireless access points provide access to the University library, Internet and student e-mail 24 hours a day, seven days a week.

VPN and Virtual Desktops are available to provide connectivity solutions for even the most sophisticated applications, from anywhere on the Internet. Email via Microsoft Office 365 is available through the web, for sending and receiving campus e-mail from any computer connected anywhere on the Internet.

To promote its “Anytime, Anywhere Learning” initiative, Sacred Heart University deployed wireless networking in the summer of 2000 to create one of the first wireless network campuses in New England. This infrastructure allows students to use their portable devices anywhere on campus. The current wireless standard is 802.11n with several locations including the Martire College of Business Communication supporting 802.11ac connections.

The students’ computing laboratories are currently comprised of 427 desktop computers distributed throughout several academic facilities. Fourteen laboratories are used for computer-related instruction, and an additional lab provides 24/7/365 access for Sacred Heart University students, faculty and staff. The University continues to upgrade regular classrooms to “smart” classrooms with fixed multimedia capabilities that allow instructors to fully integrate technology in their classroom presentations. All general-purpose classrooms are equipped with LCD projectors, DVD, audio capabilities, and PC/laptop connections. All classrooms on campus are equipped with an active data jack for instructors or students to access the network. Additionally, there are data connections in every room and wireless networking is accessible throughout the campus. The network infrastructure is designed with future technologies in mind and with excess capacity to allow for significant growth. The University is making a serious financial commitment to maintaining the network at peak performance capability and reliability. Upgrading the software and hardware that support the network is a continuous process and not one the University will ever say is complete. Sacred Heart’s commitment is to keeping a state-of-the-art system in place for all our campus customers.
The University is part of a select group of academic institutions that embraces the mobile computing philosophy. Full-time undergraduate students are encouraged to purchase and use a laptop during their academic life at the University. Information Technology fully supports a variety of laptop models from Lenovo, Apple, and Dell. In addition, Sacred Heart University provides all of its full-time faculty members with a choice of laptop, tablet or Mac laptop refreshed every three years. We offer similar programs to our adjunct faculty who are issued supported laptops as well. We build and deploy an image which contains the latest Microsoft Office software and other necessary tools and utilities. Faculty members are able to incorporate more electronic course information into the curriculum and use computers as a key component of classroom instruction; faculty and students are able to communicate using Sacred Heart's Online Web-based Course Management System, "BLACKBOARD," for class content, assignments, questions and classroom discussion groups; as well as virtual office hours. To expand on the mobile learning initiative, the University now offers the ITUNESU Webex platform to provide the community with the tools required to download content to portable players and replay the content when appropriate.

**Computer Facilities**

Sacred Heart University offers a state-of-the-art campus network. The library, classrooms, on-campus residence facilities, health and recreation center, and faculty and administrative offices are all networked. With its fiber-optic infrastructure, the University is positioned to support a wide range of emerging technologies.

The University has established itself as a pioneer in the implementation of technology across the curriculum. A host of multiprocessor campus servers supports the labs and educational programs. The University maintains 1.5 Gpibs Internet (1,500 Mbps), dual-housed for reliability and uptime. The network also supports video, voice and data across the campus. State-of-the-art routers and firewalls provide high-speed connectivity and security to Wide Area Network segments and are completely managed in-house. Administrators apply traffic-shaping, intrusion prevention and wireless security measures for access as secure as it is convenient.

The University has adopted the “Blackboard” Transaction system to create a simplified means for identification and commerce transactions on campus. The Sacred Heart ID can also be used at select off-campus merchant locations to facilitate additional commerce transactions.

In support of the laptop program, the University has an on-site Technical Service Center and Call Center (The Factory) staffed by certified technicians and open 12 hours a day, Monday-Thursday (9 hours on Friday and 4 hours on Saturday) so that members of the University community can call trained technicians for assistance with anything that pertains to technology. The Factory can be accessed on campus through the internal telephone system and off campus via a toll-free telephone number. The Factory is specifically designed to service and troubleshoot problems with laptops. In addition, Sacred Heart University has a full-time trainer who provides basic, intermediate and advanced instructional courses on all supported applications. Through Sacred Heart’s telephone support hotline, students, faculty and staff can dial a toll-free number or email tech support to obtain technical assistance.

**Jandrisevits Learning Center**

**ACADEMIC SUPPORT SERVICES**

The Jandrisevits Learning Center is SHU’s central academic support service and is open to all SHU student. Our mission is to provide academic support to strengthen student
learning and empower every student to develop as self-directed and lifelong learners. The JLC offers students at every academic level an opportunity to improve their content area knowledge and to develop academic skills needed to succeed in their coursework. Staffed by highly experienced faculty, graduate and peer tutors in disciplines across the curriculum, he JLC provides a warm, friendly learning environment that fosters the growth of self-directed learning. The JLC offers the following support services free of charge to all SHU students:

- individualized tutoring in many disciplines provided by faculty, graduate and peer tutors (by appointment);
- Classroom Learning Assistants (CLAs) are peer tutors nominated by faculty who provide academic support to students in disciplines across the curriculum;
- Workshops on college-level study skills such as notetaking; time management; test-taking; critical reading and writing; oral presentations; math concepts and problem solving; and
- Online Writing Lab (OWL) for online feedback with written assignments.

OFFICE OF SPECIAL LEARNING SERVICES
The Office of Special Learning Services provides instructional accommodations and services to students with documented disabilities. Students with documented disabilities who request academic accommodations must submit appropriate documentation and register with the OSLS. In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, the OSLS provides reasonable instructional accommodations and services including disclosure letters, alternate testing accommodations, auxiliary aids and services, and academic adjustments. For appointments call 203-371-7820.

Internships and Co-Ops
Sacred Heart University embraces the concept of experiential learning as a way of supplementing the classroom experience, exploring different career paths and enhancing the student’s marketability when seeking post-graduate employment.

Internships may be paid or unpaid and can be completed by the student for academic credit. The length of the internship and the number of credits awarded vary. A typical placement lasts for one semester and involves 10 to 20 hours of work per week.

Employers offering co-op opportunities allow a student to work full-time for one or two semesters for a set hourly wage and 6–12 academic credits per semester.

The student works with his or her faculty advisor to gain approval for the content of an internship or co-op, and to determine the number of credits that will be awarded. The student must also complete the required documentation from the Office of the Registrar. The Career Development and Placement Center assists the student in locating an appropriate experience.

Experiential learning opportunities are available in all fields including the sciences, business, health care, media and government. Students interested in these programs should consult their faculty advisor as well as the Career Development and Placement Center.

Professional Programs
Sacred Heart University offers pre-professional advising in Pre-Dental Pre-Law, Pre-Medical, Pre-Optometry, Pre-Occupational Therapy, Pre-Physical Therapy, Pre-Pharmacy, Pre-Physical Assistant, Pre-Speech Language Pathology and Pre-Veterinary.

PRE-LAW PROGRAM
There is no prescribed Pre-Law major or academic curriculum for admission to law
school. Students interested in attending law school are advised, however, to secure a strong foundation in the liberal arts. Excellent writing, research and critical thinking skills are essential competencies for gaining admission to law school and for completing the requirements of a rigorous law school curriculum. Such skills are also conducive to the practice of law. Pre-law students are encouraged to join the university’s Pre-Law Club and to meet periodically with the Pre-law Advisor to discuss course selection and the law school application process. Experience suggests that a respectable score on the Law School Admissions Test (LSAT), a strong academic performance over the course of four years, excellent letters of recommendation, along with interesting extra-curricular activity often results in a student’s acceptance to law school.

PRE-HEALTH PROFESSIONS ADVISEMENT PROGRAM
The Pre-Health Professions advisement program services the needs of students seeking to pursue careers in medicine, dentistry, veterinary medicine, optometry, pharmacy and physician assistant programs. The program provides academic advisement for a balanced curriculum in biology, chemistry, physics, English, humanities, mathematics, social sciences and other prerequisites for specific areas of study required for acceptance into advanced professional programs. A seminar for the health professions is offered to assist students throughout their four years and is offered at the freshman/sophomore and junior/senior levels, reflecting the level of student matriculation through the program and stage of the application process. Internships, shadowing and research are integral to the program and planned with advisors.

PRE-OCCUPATIONAL THERAPY, PRE-PHYSICAL THERAPY AND PRE-SPEECH-LANGUAGE PATHOLOGY PROGRAMS
For more information, please refer to the corresponding section under the College of Health Professions.

Study Abroad
Sacred Heart University offers a variety of study abroad programs around the world with programming that supports a broad range of educational, professional, and personal objectives. Choose from over 100 programs in over 30 countries, including our own sites in Dingle, Ireland and Luxembourg. Students may attend a SHU program, a SHU-affiliated program, or a CCIS program. Courses completed may fulfill general education, elective, and major/minor credits.

Students may participate during the fall and/or spring semester in a variety of study abroad opportunities provided by the Office of Global Affairs, Short-term programs over winter, spring break, and the summer are also available. Short-term programs are offered at the University with SHU faculty in additional countries and in SHU University partner programs.

Applications are available online one semester before the program start date.

Students participating in SHU or SHU-affiliated programs pay the regular Sacred Heart tuition rate plus a program and/or study abroad fee. Federal and state financial assistance as well as Sacred Heart University grants may apply to SHU and SHU-affiliated semester study abroad. Specific program cost and scholarship information is located on the Office of Global Affairs website.

CCIS, the College Consortium for International Studies programs are sponsored by a number of U.S. accredited institutions through CCIS, the Students who participate in these programs are assessed a study-abroad fee. While federal and state
financial assistance may be applied to these programs, Sacred Heart University grants will not.

For more information, contact the Office of Global Affairs at 203-396-8028 or locate programs online at www.sacredheart.edu/studyabroad.
Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

• **The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

• **The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.** Students may ask the University to amend a record that they believe is inaccurate or misleading. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

• **The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.** One exception, which permits disclosure without consent, is the disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his/her professional responsibilities for the University.

• **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

**ADDENDUM**

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney
General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Student Responsibility
Students are responsible to know and apply the University’s academic policies and procedures. They are responsible for meeting deadlines as outlined in the academic calendar or in other sections of this publication. Students are responsible to know and apply graduation requirements in their major and should check their program evaluations on Web Advisor regularly. Questions should be addressed to the academic advisor or the Assistant Registrar for Graduation Services. Academic advisors can assist in understanding degree requirements and planning course selections but the primary responsibility for meeting these requirements rests with the student.

Sacred Heart University Network Account and Official Communications
When students are enrolled at Sacred Heart University, a University network account is created. The student is required to activate the account and is thereby given access to online services including Sacred Heart University email.

Official communication is directed to the student’s University electronic mailbox. In some cases official communications may be delivered by U.S. mail or campus mail. Students are expected to access their email regularly to stay abreast of important, time-sensitive information. Information on how to access Sacred Heart University’s network is available from the University’s website under MYSHU. Students must activate their Sacred Heart University network account and be registered to have access to course material and on-line applications.

Matriculation
Matriculation is an agreement with the University to a particular set of degree requirements. Full-time undergraduate students are automatically matriculated upon admission and fall under the degree requirements of the catalog of the year in which they first enrolled. Full-time students who are on an Official Leave of Absence will maintain their matriculation status during the period of their leave (see policy under Interruption in Attendance).

Returning full-time students who have not attended the University for up to two consecutive major semesters (fall and...
spring or spring and fall) must apply for re-admission and, if accepted, will be under the catalog in effect at the time of their readmission.

Part-time students who have not attended the University for more than 24 months are no longer considered matriculated and must apply for readmission through University College. Part-time students not yet admitted to the University must apply for matriculation once they earn 12 credits. After 12 credits of non-matriculated status, a part-time student will not be allowed to register unless they are admitted to the University through University College or appeal for one more additional semester while they complete their application.

Declaring a Major
Students are expected to declare a major as soon as possible and no later than the end of their sophomore year. The Office of Career Development offers workshops to assist undeclared students. To declare a major, students must fill out a Declaration of Major form available in the Academic Departments, University College and the Registrar’s Office. Completed forms must be submitted to the academic department for the major. That office will assist in obtaining all appropriate signatures and assign an academic advisor. Students who wish to change a major, add a second major, minor or make similar declarations should contact the appropriate academic departments. Minors can be added or dropped directly with the Registrar’s office.

Mandated Vaccination and Immunization Requirements
All students must be in compliance with state law before registering. For information regarding immunization requirements, contact the University’s Health Services Office at 203-371-7838 or visit the Health Services website: www.sacredheart.edu/officesservices/wellnesscenter

Class Attendance
Regular class attendance is expected of each student in every class. Instructors are encouraged to base a portion of the final grade on attendance. Excessive absence could result in failure of the course.

Academic Integrity

THE MEANING OF ACADEMIC INTEGRITY
As an institution of higher learning, Sacred Heart University places special emphasis on academic integrity, which is a commitment to the fundamental values of honesty, trust, fairness, respect, and responsibility. Only when these values are widely respected and practiced by all members of the University—students, faculty, administrators and staff—can the University maintain a culture that promotes free exploration of knowledge, constructive debate, genuine learning, effective research, fair assessment of student progress, and development of members’ characters.

These aims of the University require that its members exercise mutual responsibilities.
At its core, academic integrity is secured by a principled commitment to carry out these responsibilities, not by rules and penalties. Students and faculty should strive to create an academic environment that is honest, fair and respectful of all. They do this by evaluating others’ work fairly, by responding to others’ ideas critically yet courteously, by respecting others’ intellectual and physical property, and by nurturing the values of academic integrity in all contexts of University life.

Appropriate disciplinary action will be taken for violations of academic integrity, including plagiarism, cheating, any use of materials for an assignment or exam that is not permitted by the instructor, and theft or mutilation of intellectual materials or other University equipment. Faculty will assign failing grades for violations of the University’s policy on academic integrity and students may immediately receive an F for a course in which they commit a violation. Violations of academic integrity are kept on file; second violations will bring additional sanctions, up to dismissal from the University. For any disciplinary action, the University affords the student the right of due process in an appeals procedure. All matriculated students will be provided with a full description of the University’s standards for academic integrity, consequences for violations, and the appeals procedure.

MUTUAL RESPONSIBILITIES OF FACULTY AND STUDENTS
Sacred Heart University faculty have an ethical and professional obligation to take the following steps to promote academic integrity among students:
• Refer in course syllabi to the University’s policy on academic integrity.
• Clearly explicate in course syllabi behaviors and actions that constitute academic dishonesty, especially those that may be specific to the assignments of the course.
• Clearly explicate in course syllabi consequences for violations of academic integrity.
• Reinforce these expectations and consequences periodically during the semester, such as when giving information for assignments.
• Model and, where appropriate, teach students those scholarly practices that embody academic integrity.
• Abide by this policy on academic integrity, including its reporting requirements.

Sacred Heart University students have the ethical obligation to take these steps to promote academic integrity among their peers:
• Act with integrity in all their coursework.
• Abide by this policy on academic integrity and any policies established by their professors and the department in which they are majoring.
• Refuse to share materials with peers for the purpose of cheating, or that they believe will be used for cheating.
• Take care with their own papers, tests, computer files, etc., lest these be stolen or appropriated by others.
• Notify the professor of a course if they become aware that any form of cheating or plagiarism has occurred.

Such notification is not dishonorable but maintains an academic environment in which all students are evaluated fairly for their work; it may also protect a student from a charge of dishonesty (if, for instance, the student’s work was appropriated by another).

VIOLATIONS OF ACADEMIC INTEGRITY
Academic integrity can flourish only when members of the University voluntarily govern their personal behavior by high ethical standards. However, it is also crucial for the University to define the boundaries
of ethical behavior and to prohibit attacks on the principles of academic integrity. Policies that govern faculty members’ ethical responsibilities are treated in the Faculty Handbook. Students’ ethical responsibilities are governed by the policy stated here. Departments and programs at the University may supplement this policy with additional guidelines and faculty members may specify additional guidelines in the syllabi for their classes. Students must adhere to such guidelines as well as to University-wide policy.

All Sacred Heart University students in all degree programs, are prohibited from engaging in any of the following types of behavior.

**Cheating**

Forms of cheating include, but are not limited to:

- Having unpermitted notes during any exam or quiz. Only materials that a professor explicitly instructs students they may use during an examination are permitted.
- Copying from other students during any exam or quiz.
- Having unpermitted prior knowledge of any exam or quiz.
- Copying or rewriting any homework or lab assignment from another student, or borrowing information for such assignments with the intention of presenting that work as one’s own.
- Using unpermitted materials or taking information from other students for a take-home exam. A take-home exam is an exam; therefore, it requires independent work. Students should follow the procedures given by the professor.

Note: These standards require independent work by a student, except for those contexts where professors have specified forms of permitted collaboration with other students. If no form of collaboration has been specified, students must assume that none is permitted. Because assignments that involve group-based work can cause students to question what forms of collaboration are proper, they should seek guidance from their professors in all cases of doubt. Professors should make clear to students what forms of collaboration are permissible and impermissible. The standards on cheating do not prohibit students from studying together or from tutoring each other.

**Plagiarism**

Plagiarism is any act of misrepresenting the sources of one’s information and ideas. When writing essays, it is the act of presenting another person’s written words or ideas as one’s own. When reporting experimental work, it includes the acts of falsifying data and presenting another’s data as one’s own. In speeches, it involves quoting passages of others’ speeches or written words without mention of the author. Plagiarism is also possible in art and music, if one makes use of a work of art or music in a way that violates the standards of attribution in those fields.

Plagiarism may be willful, as when a student knowingly copies a source without attribution, or negligent, as when a student fails to cite sources properly. Both willful and negligent instances of plagiarism are subject to penalty—in part because professors must judge the result of a student’s work, not his or her intentions, and in part because students are expected to know and follow the standards for proper citation of sources.

Forms of plagiarism therefore include, but are not limited to:

- Copying whole papers or passages from another student or from any source.
- Allowing another student to copy or submit one’s work.
- Buying or obtaining a paper from any source, including term-paper sellers and Internet sources, and submitting that paper or passages of it as one’s own work.
• Pasting a passage from the Internet or any computer source into one’s paper without quoting and attributing the passage.
• Fabricating or falsifying a bibliography.
• Falsifying one’s results in scientific experiments, whether through fabrication or copying them from another source.
• Appropriating another person’s computer programming work for submission as an assignment.
• When creating a web page, film or musical composition as a course assignment, failing to attribute material that comes from other media or failing to obtain proper permission for the use of such material.
• Any other appropriation of another’s intellectual property without proper attribution.
• Submitting an assignment that one wrote during a previous semester or submitting the same assignment for more than one class simultaneously. This action includes reusing substantial portions of previously written work for a current assignment. (Students who are unsure of what work of their own they may use in preparing an assignment should consult their professors.) Assignments must be written the semester in which they are assigned unless a professor approves of the use of previously written material with specific guidelines. Assignments may be submitted for credit in a single course only unless professors in multiple courses are informed of and approve of the multiple submissions.

Note: Improper citation of sources occurs when a student presents all the sources he or she used in preparing a paper but fails to attribute quotations and information from those sources in the body of the paper. Specific examples include:
• Failure to use quotation marks for direct quotes or for an author’s distinctive phrases. (A rule of thumb to follow is that five or more words in succession from a source must be enclosed in quotation marks.)
• Following an author’s structure of writing and ideas, but rephrasing the sentences partially to give the impression that the whole passage reflects the student’s structure and ideas.
• Failure to give page numbers for quotations or for other information that did not originate with the student.

Such acts fall under the rubric of plagiarism. Because they sometimes do not involve willful misrepresentation, professors may have more lenient policies in dealing with them. Yet students should strive to cite all information properly and should note that professors have the discretion to treat these cases as seriously as the forms of plagiarism listed above.

Other Violations
Other forms of unethical behavior that disrupt the processes of learning, teaching and research include:
• Providing to other students exams or papers of one’s own or from any source with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
• Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
• Theft and defacement of library materials.
• Theft of other students’ notes, papers, homework and textbooks.
• Posting another person’s work on the Internet without that person’s permission.

COURSE-BASED SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY
When a faculty member encounters a suspected case of academic dishonesty, he
or she should address the matter with the student, after collecting whatever evidence may be available and relevant. The faculty member has the right to ask the student to provide evidence about sources used or other reasonable requests to establish the work the student did.

If the faculty member discovers that the student did act dishonestly, he or she will assign a penalty of a failing grade for the assignment; he or she may immediately assign the student a grade of F for the course. Cases of improper citation are a matter of faculty discretion.

Faculty will report in writing the incident of academic dishonesty and the sanction imposed to the faculty’s chairperson or program director, dean of the college in which the course was taken, and dean of the student’s college within five working days of the sanction. The faculty member will provide all parties with appropriate documentation of the incident. The dean of the student’s college will inform the student and his or her academic advisor in writing of the accusation, instructor’s course-based sanction, and appeals process available to the student within five working days of the notification from the faculty member. In the instance of a second confirmed violation, the letter sent to the student will stipulate that this is a second violation. These time lines apply under normal circumstances barring institutional exigencies.

APPEALS OF COURSE-BASED PENALTIES
The student will initially have presented his or her explanation to the faculty member when the faculty member first consulted the student about the work in question. The student who claims he or she did not act dishonestly should ordinarily attempt a resolution with the faculty member. If the resolution was not satisfactory following when a student failed a course or received a reduced course grade based on a formerly reported accusation of dishonesty, the student may appeal the grade by presenting a written statement demonstrating that he or she did not violate the present policy. The student should present supporting documentation. A documented appeal associated with a grade must be presented in writing within fifteen working days of the notification from the dean of the student’s college.

The procedure for a documented appeal is: If the faculty member imposes a sanction because he or she finds the student acted in violation of the policy, the student may present the case in writing with supporting evidence to the department chairperson or program director of the faculty member involved. The chairperson/program director will consult with the faculty member in an attempt to resolve the matter. If the chairperson/program director is unable to resolve the matter, he or she will inform the student in writing. If the student wishes to pursue the matter further, the student may appeal in writing to the dean of the college in which the course was taken.

If the dean of the college in which the course was taken or the dean’s designee finds that the appeal has merit, he or she will convene an appeal committee. This committee will consist of three faculty members: one selected by the student, one selected by the faculty member who taught the course, and one selected by the dean. After reviewing all documented evidence, the appeal committee will then propose a solution that the grade either stands or should be reviewed by the faculty member. This concludes the process.

CONSEQUENCES FOR SECOND AND SUBSEQUENT VIOLATION OF ACADEMIC INTEGRITY
The deans will maintain central files on all reported cases of student academic dishonesty in their colleges. Should a student transfer his or her major to another college, the dean will transfer files pertaining to that student to the dean of the other college.

When the dean of any college receives confirmed notice of a second violation by a student in that college, the dean will refer the
matter to a standing faculty committee on academic integrity. This committee will consist of one faculty member each from the Colleges of Arts and Sciences, Business, Education and Health Professions. The committee will also include the Dean of Students as a non-voting member. Faculty members of the committee will be elected from their respective colleges for two-year terms in elections run by the Standing Committee on Academic Integrity. The purpose of this committee is to recommend additional sanctions to be taken against the student, including exclusion from the University for one or two semesters or dismissal from the University.

The committee will have available to it the full documentation of the student’s previous violation of academic integrity and authority to request additional information and documentation as warranted; however, the committee is not to reconsider the student’s guilt or innocence in those incidents. The committee will hear from the student’s academic advisor and the chair or program director of the student’s major department(s). The student will have an opportunity to address the committee if he or she wishes. The student may be accompanied by an advocate who is a current employee of the University who may not act as the student’s legal counsel.

The committee will make a recommendation of sanction to the dean of the student’s college, who will in turn make a recommendation to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be final.

**VIOLATIONS AND APPEALS OF VIOLATIONS OUTSIDE OF A COURSE**

When a student is suspected of having violated academic integrity by an action that did not occur in the context of a course (see section above, Other Violations), the student, faculty, staff or administrator who suspects the violation and has plausible evidence should present this information to the Dean of Students. The Dean of Students will decide how to pursue the matter, and the student will have the right to appeal any consequences according to the Student Handbook.

### Grading System

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QP</th>
<th>GRADE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>0-59</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>0.00</td>
<td>(for courses elected as pass/no pass)</td>
</tr>
<tr>
<td>NP (No Pass)</td>
<td>0.00</td>
<td>(for courses elected as pass/no pass)</td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>AU (Audit)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>NG (No Grade)</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

I (Incomplete) grades may be changed by completing the deficient coursework no later than six weeks after the beginning of the following major semester (fall or spring). All Incomplete grades not changed within the six-week period will convert to F’s. In unusual circumstances, the six-week period can be extended if the instructor requests a grade change to an Incomplete Extension (IX) grade. Additional approvals will be necessary. The IX grade will be in effect until the next conversion date which is six-weeks into the following major semester. After that date the Incomplete Extension grade will convert to an F. An extension for incomplete work may be given only once with the approval of the course instructor and the department chair. Incomplete grade extensions must be filed in writing with the Registrar’s office by the instructor prior to the incomplete conversion date.
W (Withdrawal) grades are recorded when a student officially withdraws from a course within the approved time frame (see policy under Course Withdrawal.)

NG (No Grade) is recorded by the Registrar when a grade is not reported by the instructor. Students will not receive credit for courses assigned a No Grade.

A grade below C is not an acceptable grade in First Year Seminar (FYS 125), or major coursework. In addition some courses have as their prerequisite a grade of C or better. In these cases, the course must be repeated until a C or better is obtained. A repeated course may only be credited once toward the degree requirement.

Quality Grade points earned in a course are determined by multiplying the point value of the letter grade (see the above chart) by the number of credits of the course. A term GPA is calculated by dividing the total number of quality grade points by the total number of credits taken during the term. A cumulative GPA is calculated by dividing the total number of quality grade points by the total number of credits taken at Sacred Heart University. Courses transferred into Sacred Heart University from other institutions do not factor into the Sacred Heart University grade point average.

Note: Grades of P/NP, W, I, AU and NG are not included in the calculation of the term or cumulative GPA.

If a student repeats a course that had a passing grade, the best grade will be calculated into the student’s overall GPA. The initial grade will remain on the transcript but will not be calculated in the overall GPA. The student will receive academic credit for the course only once. See the policy for repeating a failed course under the Academic Forgiveness section.

CHANGE OF GRADES
An instructor may submit a Change of Grade only due to miscalculation or clerical error of the original grade. Grade changes must be submitted by the instructor of record using the appropriate form or online process In Web Advisor. Grade changes must be submitted no later than the end of the following semester in which the grade was posted. Any exceptions will require additional approval.

STUDENT GRADE GRIEVANCE—POLICY AND PROCEDURE
A student’s dissatisfaction with a course grade is, in general, not sufficient grounds for warranting a grievance, convening a committee, or meriting a hearing.

Grounds for a grievance exist upon presentation of written documented evidence indicating:

• Discriminatory treatment;
• The process determining the grade differs from that outlined in the course syllabus; or
• The process determining the grade was not presented in writing to the students.

A documented grievance associated with a grade must be presented within six (6) months after the original grade was issued.

The procedure for a documented grievance is as follows:

• The student is expected to resolve the issue at hand with the faculty member.
• If the solution as provided by the faculty member is unacceptable to the student, the student may present the case in writing with supporting evidence to the department chairperson of the faculty member involved. The department chairperson will then make a judgment, after consultation with the faculty member and the student, in an attempt to bring the matter to resolution.
• If the department chairperson is unable to bring the matter to resolution or the judgment is unacceptable to the student,
the student may present a formal appeal in writing to the dean of the college in which the course was taken or to his/her designee.

- If the dean of the college or his/her designee finds that the appeal has merit, he/she will convene a grievance committee. This committee will consist of only faculty members: one faculty member selected by the student, one faculty member selected by the faculty member concerned, and one faculty member selected by the dean of the college or selected by his/her designee. The chairperson of the faculty member against whom the grievance is filed is not eligible to serve on the Grade Grievance Committee. After reviewing all documented evidence, the grievance committee will then propose a solution, supported by a rationale in writing, that the grade either stands or should be changed by the faculty member. If the faculty member is unavailable to change the grade, the department chairperson shall serve in lieu of the unavailable faculty member.

In the extraordinary circumstances in which the faculty member does not accept the recommendation of the Grade Grievance Committee to change the grade after the Grade Grievance Committee ascertains that one or more grounds for a grievance outlined above has been substantiated, then the issue shall return to the Grade Grievance Committee, which will make the final grade decision to be implemented by the department chairperson. This step concludes the process.

**Academic Standards**

**SATISFACTORY PROGRESS**

Satisfactory academic progress is determined by two criteria: good academic standing and normal progress:

- **Good Academic Standing**
  A student is in Good Standing if he/she is not on University academic probation or dismissed from the University.

  Any student not in Good Standing may not represent the University in any public manner as a member or officer of a University registered club or organization, delegate to any association meeting or convention or participant in intercollegiate athletic competitions. Any student who is placed on University academic probation will be ineligible to represent the University in any of the above activities. Effective time and dates of ineligibility are 12:01 a.m. on the Friday prior to the start of the semester.

- **Normal Academic Progress**
  A student whose credits completed fall below the minimum listed is considered as not making normal academic progress.

<table>
<thead>
<tr>
<th>NUMBER OF FULL-TIME SEMESTERS STUDENT STATUS COMPLETED</th>
<th>STUDENT STATUS</th>
<th>CREDITS COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Freshman</td>
<td>0–23</td>
</tr>
<tr>
<td>4</td>
<td>Sophomore</td>
<td>24–48</td>
</tr>
<tr>
<td>6</td>
<td>Junior</td>
<td>49–72</td>
</tr>
<tr>
<td>8</td>
<td>Senior</td>
<td>73–96</td>
</tr>
<tr>
<td>10</td>
<td>Fifth Year</td>
<td>97–120</td>
</tr>
</tbody>
</table>

Financial Aid may require additional standards for ‘Normal Academic Progress.’ Students should, therefore, contact the department of Student Financial Assistance to confirm requirements for Satisfactory Progress.

**ACADEMIC HONORS**

Academic honors include the Dean’s List and Graduation Honors.

**Dean’s List**

The Dean’s List is calculated on a semester basis. A student completing a minimum of 6 credits with a GPA of 3.6 or better is eligible for the Dean’s List if, in addition, there is no grade below a C including a grade of No Pass (NP) and there are no Incomplete (I) or Withdrawal (W) grades.
If the student receives an NG (No Grade) and the NG grade is replaced with a letter grade, Dean’s List eligibility will be reviewed at the request of the student. Students who complete fewer than 6 credits per semester are not eligible for the Dean’s List. Students who receive an incomplete grade in a course and later complete the coursework are not eligible for the Dean’s List.

**Graduation Honors**

Upon graduation, students who complete the undergraduate program of study with the following cumulative GPAs are eligible for these honors, provided that at least 60 credits for a bachelor’s degree or 30 credits for an associate’s degree were completed at Sacred Heart University.

- **Summa Cum Laude**: 3.8 or higher
- **Magna Cum Laude**: 3.6 to 3.799
- **Cum Laude**: 3.5 to 3.599

**ACADEMIC PROBATION**

All students, except first-semester freshmen, whose cumulative grade point average (GPA) falls below 2.0 will be placed on Academic Probation. Any student (including first-semester freshmen) who receives a one-semester GPA of less than 1.8 will also be placed on Academic Probation. If a student’s cumulative GPA is 2.2 or above and the semester GPA is lower than 1.8 but not lower than 1.5, the student will be administered an Academic Warning, rather than placed on Academic Probation. However, two consecutive semesters of less than a 1.8 GPA, regardless of cumulative GPA, will automatically result in Academic Probation.

A student who receives the grade of F in six or more credits in any given semester will be reviewed for Academic Probation.

A student on Academic Probation may choose to enroll in courses at Sacred Heart University during the University’s Winter session and Summer sessions. Grades from the Winter session will be applied to the Fall-semester probationary status, while grades from the Summer session(s) will be applied to the Spring-semester probationary status. This will include grades from all courses taken during Winter session and Summer sessions not just repeats of failed courses. Winter session and Summer sessions grades will also apply to the cumulative GPA but will not be transcripted to the fall or spring semester.

**DISMISSAL**

All students subject to dismissal for academic reasons will be reviewed individually by the Academic Review Board of their college prior to a final decision and notification:

- A student who is on Academic Probation for two consecutive semesters will be subject to dismissal.
- Any student who incurs three Academic Probations during his or her academic career will be subject to dismissal.
- Any student whose cumulative GPA falls below the following levels will be subject to dismissal:
  - After One Semester: 1.00
  - 16–30 Credits Attempted: 1.50
  - 31–90 Credits Attempted: 1.70
  - 91+ Credits Attempted: 1.90

A student who has been dismissed can appeal the dismissal to the Academic Review Board through the dean of his or her college and request reinstatement.

Note: The above standards are University standards. Some programs have additional standards regarding program probation or program dismissal.
Academic Policies

ACADEMIC APPEALS
Students placed on Academic Probation or dismissed can submit a request for change of status to the Academic Review Board through the dean of the college. Students who have been dismissed in previous semesters must obtain permission from the Academic Review Board of the college who dismissed them before re-enrolling in the University. For more information, contact the dean of the student’s college.

ACADEMIC FORGIVENESS
A student who has successfully repeated a failed course and wants to make an adjustment to his or her transcript must submit the Repeated Course Request form to the Registrar’s Office.

If an F course grade was the result of a violation of the University’s policy on academic integrity, the grade is not subject to forgiveness. That is, the grade will remain in the computation of the grade point average (GPA). If the Repeated Course Request is approved, only the more recent of the two grades will be counted in the computation of the grade point average (GPA). The original grade, however, will be kept on the transcript. This policy is limited to the first two F’s repeated during undergraduate study.

A student who has not been in attendance at Sacred Heart University for five years or more may apply for academic forgiveness of grades for courses taken at Sacred Heart during one problem semester—defined as one in which the student’s term GPA was lower than 2.0. Prior to a written filing for academic forgiveness, the student must complete 12 total credits over a two-semester period at Sacred Heart University, with a cumulative average of at least 3.0 in these courses. Upon the successful completion of the 12-credit requirement, the student submits a formal written request for academic forgiveness to the Dean of the College in which the student is currently enrolled or intends to enroll. The student’s written request should provide detailed information regarding the kinds of problems that the student experienced during the period for which forgiveness is requested, how those problems have been remedied and why the University should consider forgiveness in his or her case. The Dean will make the decision whether to grant forgiveness. Academic forgiveness means that the grades from the problem semester remain visible on the student’s transcript, but those grades are not calculated in the student’s overall GPA. Forgiveness will affect the entire semester and not individual courses within a semester.

A student who chooses to repeat a course in which they received a passing grade for a better grade, the best grade will count in the cumulative grade point average. The original grade will remain on the transcript. Repeated courses will count for credit only once.

Academic Procedures

REGISTRATION
Prior to the regularly scheduled registration period each student will be notified of their scheduled registration date and time. Policies and procedures are available on the Registrar’s web page at www.sacredheart.edu/registrar.cfm. Students are required to meet with their academic advisors prior to registration to discuss academic progress and registration options. All registration blocks must be cleared by the appropriate department before a student will be allowed to register.

New students interested in full-time study must apply to the Office of Undergraduate Admissions for matriculation prior to registration. For an appointment, contact the Office of Undergraduate Admissions.

New part-time students should contact University College prior to registration for
academic advising.

Full-time students are allowed to take one on-line course during the fall and spring semesters. The online course limit may be appealed to the Dean of the student's college.

Winter Intensive and Summer Registration at Sacred Heart University

Students are limited to one course during the Winter Sessions. Permission to take an additional course may be requested by contacting a University College advisor.

Students may take only one course during the May Intensive session and two courses during each of the summer sessions (summer session 1 and summer session 2) at Sacred Heart University.

See section Enrolling in Courses at other Institutions for policy information.

Web Advisor

Web Advisor is a secure site with access for current students and faculty. Through Web Advisor students can search for open classes and register on line, add/drop courses, view their schedules with up-to-date room and instructor information, or check restrictions on their registration. Students may also view their profile information and send corrections to the Registrar's office. Students can view their grades and monitor their progress toward their degree goals.

Online Registration Using Web Advisor

Students are expected to register for classes through Web Advisor, provided the student does not have holds on their registration (balance due, Health Services Immunization requirements, parking tickets, advisor permission, etc.). This ensures that all students comply with SHU polices prior to registration by meeting with their academic advisors and administrative departments to address any outstanding issues.

Students will be assigned time periods to register online for the fall and spring semesters including accelerated terms within those semesters. Messages will display on the screens whenever a student attempts to register for a class for which he or she is not qualified.

Online registration will only be available during specified date ranges but access to inquiry screens will always be available.

Registration Conditions

The University reserves the right to make changes at any time in admission requirements, fees, charges, tuition, regulations and academic programs, if deemed necessary, prior to the start of any class.

The University also reserves the right to divide, cancel, reschedule classes or reassign instructors if enrollment or other factors require. If course cancellations occur, students will be notified by the academic departments through SHU email in order to adjust their schedules.

AUDITORS

A student wishing to audit courses must register for the courses as an “auditor.” No credit is granted for an audited course. The University may restrict auditors from certain courses. No student will be permitted to change from credit to audit or audit to credit after the Add/Drop period. Auditing a course requires instructor permission prior to registration.

FULL-TIME OVERLOADS

The normal credit load for full-time students is 12 to 18 credits. Any student in good standing wishing to take more than 18 credits must make this request to the University Registrar with written recommendation from the student’s academic advisor. The request must also include the reason for the overload. The Registrar will review the request and recommendation and inform the student of the decision. An additional,
per-credit, non-refundable fee is charged for overloads over 18 credits. A Request for Overload form is available through the Registrar’s office.

PASS/NO PASS OPTION
A student may choose a course with a pass/no pass option. The University's pass/no pass policy carries these conditions:

- Students are permitted to designate the pass/no pass option for up to four courses toward the baccalaureate degree, and up to two courses toward the associate’s degree. Once the course is completed with a grade of pass (P), it cannot be repeated for a letter grade.

- Courses can be taken under pass/no pass only from general elective courses. Courses being used to satisfy Major requirements, Foundational or Elective Core requirements may not be taken pass/no pass

- Courses taken under the pass/no pass option will not count in the student’s GPA.

- The pass/no pass option must be chosen during registration and cannot be changed after the end of the Add/Drop period for that semester.

COURSE CHANGES—ADD/DROP
A student may change his or her course selection only within the first week of the semester (or the equivalent for accelerated/intensive courses). The procedure for schedule changes is available on the Registrar’s web page (www.sacredheart.edu/offices/services/registrar/). This process must be followed in order to ensure course registration and the proper calculation of tuition and issuance of refunds as listed in the Expenses and Student Financial Assistance chapters of this catalog. Students may not add a course after the add/drop period without written permission of the course instructor and the department chair. See Academic Calendars for add/drop deadlines.

COURSE WITHDRAWAL
If withdrawal from a class becomes necessary, the student should obtain an official withdrawal form from the Registrar’s office. Official withdrawal is necessary to assure proper grade entry on the transcript and the issuance of any refunds if applicable. A ‘W’ grade will be issued for course withdrawals submitted within the withdrawal deadline (See Academic Calendars for withdrawal deadlines.) After the deadline a grade of W will only be granted in highly unusual circumstances, such as documented medical emergency. Students who do not withdraw in the specified time frame will receive the grade that they have earned.

Students are encouraged to contact their advisor to discuss academic progress. Phone withdrawals are not accepted. Students who are taking only on-line courses may submit a request to withdraw from a course by sending an email to registrar@sacredheart.edu. The email must include the student’s request to withdraw with all required approvals attached. Non attendance does not constitute official withdrawal.

Course withdrawals may affect satisfactory academic progress (as defined in an earlier section) and/or academic standing, and may result in the loss of benefits or permission to participate in University activities such as athletics. It is the student’s responsibility to understand these consequences.

VERIFYING STUDENT’S SCHEDULE
Each student is responsible for checking their schedule on Web Advisor to make sure the information is correct. Any problems should immediately be directed to the Registrar’s Office. Students will be held academically and financially responsible for their registration as indicated on their schedule in Web Advisor.

ENROLLING IN COURSES AT OTHER INSTITUTIONS
All matriculated students are expected to fulfill course requirements for their degree
at Sacred Heart University. Under special circumstances, a student may appeal to take a course at another regionally accredited institution during the winter or summer sessions only. The following guidelines will be used to determine approval for taking courses at other institutions:

- The courses are required in the course sequence at this time for the degree as indicated by the student’s academic advisor.
- The other institution’s courses must be equivalent to the required Sacred Heart University courses in the major, as determined by the department chairperson.
- The last 30 credits required for graduation must be taken at Sacred Heart University.
- The last 60 credits toward the degree must be taken at a four-year institution.
- A maximum of 1 course (3-4 credits) for a winter inter-session or summer session may be taken at another institution during a 1 year period. However, a sequence of courses in the sciences (2 lectures and 2 labs) may also be taken at another institution during the summer session for legitimate reasons.
- If the course is in the student’s major it must be taken at SHU.
- Final approval must be given by the student’s academic advisor, the department chair of the discipline of the course, and the Dean of the student’s College. The department chair, in which the course is offered, is responsible for deciding the course SHU equivalency. It is the student’s responsibility to have an official transcript sent to the Registrar’s Office to receive credit for the course. Only grades of C or better may be transferred into Sacred Heart University. The grade will not appear on the Sacred Heart University transcript and does not factor into the term or cumulative GPA.
- It is the student’s responsibility to have an official transcript sent to the Registrar’s Office to receive credit for the course. Only grades of C or better may be transferred into Sacred Heart University. The grade will not appear on the Sacred Heart University transcript and does not factor into the term or cumulative GPA.
- Exceptions to these policies can be made by the college deans.

INTERRUPTIONS IN ATTENDANCE

The following information outlines various leave and withdrawal options. Students are responsible for following all University policies before a leave or withdrawal is official. This may include but is not limited to returning laptops, ID cards, keys and obtaining all appropriate University signatures and approvals. University refund policies apply. Full-time students should contact the Assistant Dean before they return from a leave. Part-time students should contact University College before they return from a leave. Students who do not return at the end of the leave or do not obtain an extension must apply for readmission. Students on leave must follow University policy before they return to the University.

Leave of Absence

Full-time students may request approval for a leave of absence for good reason from the Assistant Dean in the College of Arts and Sciences. Leaves are generally approved for one semester but an extension for an additional semester may be requested.

Part-time students should contact a University College advisor. Graduation requirements in effect for students at the time their approved leave begins will remain in effect when they return from their leave under the following conditions:

- They are in good academic and disciplinary standing at Sacred Heart University when their leave begins. If a student is later placed on academic

- Exceptions to these policies can be made by the college deans.

INTERRUPTIONS IN ATTENDANCE

The following information outlines various leave and withdrawal options. Students are responsible for following all University policies before a leave or withdrawal is official. This may include but is not limited to returning laptops, ID cards, keys and obtaining all appropriate University signatures and approvals. University refund policies apply. Full-time students should contact the Assistant Dean before they return from a leave. Part-time students should contact University College before they return from a leave. Students who do not return at the end of the leave or do not obtain an extension must apply for readmission. Students on leave must follow University policy before they return to the University.

Leave of Absence

Full-time students may request approval for a leave of absence for good reason from the Assistant Dean in the College of Arts and Sciences. Leaves are generally approved for one semester but an extension for an additional semester may be requested.

Part-time students should contact a University College advisor. Graduation requirements in effect for students at the time their approved leave begins will remain in effect when they return from their leave under the following conditions:

- They are in good academic and disciplinary standing at Sacred Heart University when their leave begins. If a student is later placed on academic
warning, put on probation, dismissed, suspended or expelled as the result of a judicial decision, the sanctions in place take precedence over the leave of absence.

- They may not take courses at another institution without prior written approval from the advisor, the department chair, Dean of their college and the review by the Registrar.

- The leave is limited to one semester but may be renewed for additional semester(s) with written permission from the Assistant Dean or a University College advisor.

This policy does not bind the University to alter their curricula or major program, which may have been discontinued or substantially altered during the approved leave of absence. Students who change their major upon return will be under the major requirements in effect at the time of their return.

The student is responsible for obtaining all relevant information that may affect their standing and benefits including but not limited to financial aid and veteran’s benefits.

A student on approved leave is considered to be in continuous matriculation during that leave period. If a student does not return after the leave or extend it, the student must go through the readmission process to return.

Medical Leave of Absence

Students who must leave the University because of a documented medical condition may request a medical leave of absence. Full-time students may request approval for medical leave of absence from the Assistant Dean in the College of Arts and Sciences, who will consult with Health Services or Counseling as appropriate. Part-time students should contact a University College advisor.

Documentation of the serious nature of the medical condition must be provided.

Medical leaves are generally approved for one semester but may be renewed for one additional semester with written permission from the Assistant Dean or University College advisor. Students may return at the end of the leave when medical clearance is provided by Health Services/Director of Counseling based on appropriate documentation presented. They may not take courses at another institution without prior written approval from the advisor, the department chair, Dean of their college and the review by the Registrar.

This policy does not bind the University to alter their curricula or major program, which may have been discontinued or substantially altered during the approved leave of absence. Students who change their major upon return will be under the major requirements in effect at the time of their return. The student is responsible for obtaining all relevant information that may affect their standing and benefits including but not limited to financial aid and veteran’s benefits.

A student on approved medical leave is considered to be in continuous matriculation during that leave period. If a student does not return after the leave or extend it, he or she must go through the readmission process to return.

Military Leave of Absence

Full-time students called to active duty while enrolled in the University should contact the Assistant Dean. Part-time students should contact a University College advisor. Students must present proof of being called to active duty. Students wishing to obtain a military leave of absence may be offered the following options after the Assistant Dean or University College advisor confers with financial aid, instructors, and other University officials:

- Withdrawing from the courses with a full tuition refund or tuition credit, in accordance with University and government guidelines.
• If a student completed at least 70% of the coursework and upon recommendation of his or her dean, the student may elect to take incompletes and make special arrangements for course completion with individual instructors.

• Students are eligible to return within one year following active duty. However, the degree requirements may have changed, and the student may be required to comply with degree program requirements in effect at the time of their return to the University.

Complete Withdrawal from the University

Full-time students wishing to drop or withdraw from all their courses and thereby discontinue their enrollment must meet with the Assistant Dean. Part-time students should contact a University College advisor. Students will not be allowed to drop or withdraw from their last registered course of the term without meeting with the Assistant Dean or University College advisor.

University Withdrawal is not official until the student meets with the appropriate University representative(s) and completes official forms. Any refunds will be determined by the official date of the withdrawal. All fees are non-refundable.

If a student withdraws from the University prior to and through the add/drop period, the courses will not appear on the student’s transcript. A “W” grade will be recorded and appear on the transcript if the student withdraws from the University after the add/drop period.

READMISSION

Returning full-time students who have not attended the University for up to two consecutive major semesters (fall and spring or spring and fall) will ordinarily be governed under the catalog that was in effect when they left the University. Students who have not attended the University for more than two consecutive major semesters (fall and spring or spring and fall) must apply for re-admissions and, if accepted, will be under the catalog in effect at the time of their readmission.

The Admissions Office will confer with the academic dean and the dean of students before a decision on readmission is made. Students may not be guaranteed readmission to the major in which he or she was enrolled prior to readmission. Part-time, matriculated students who have not attended the University for more than 24 months are no longer considered matriculated and must apply for readmission through University College. In unusual circumstances, a student may appeal the decision regarding the catalog applied.

SUBSTITUTIONS AND WAIVERS

In order to maintain academic quality and integrity, no student will be granted a substitution for a course or credits, unless it is in accordance with the University’s policy. Substitutions and waivers for major requirements may be granted at the discretion of the department chair/program director. Substitutions and waivers for core requirements require approvals and recommendations from advisor, major department chair, college dean and the Provost or the Provost’s delegate. Waivers will not provide additional academic credit toward degree requirements.

If the basis for the request of a substitution is a learning or physical disability, the student must contact the Director of Special Services and provide documentation of the disability to request the substitution. For information regarding this procedure contact the Director of Special Services. All waivers and substitutions must meet the requirements of any academic program accredited and/or licensed by an outside accrediting body or governmental agency.

Proficiency Waivers for University Foundational and Elective Core

The University core provides for proficiency waivers in the following areas: Mathematics
and Modern Foreign Languages. The chairperson of the Department of Foreign Languages and Cultures should be contacted for waivers in Foreign Languages. For waivers in Mathematics, contact the chairperson of the Department of Mathematics. Proficiency waivers exempt the student from taking the course(s). No credits are awarded for waived courses.

Final approval of a waiver for any University foundational or elective core must be approved by the Provost or the Provost’s delegate. A student who is proficient in one of the above-listed areas may consider advanced-standing credits through one of the advanced placement tests (CLEP, DANTES, Excelsior). Students should check with the appropriate department(s) for policies and restrictions governing advanced standing credits. Approval for advanced standing is required before the exam is taken. A Transfer Request Permission form must be completed. See section on Admissions for policy and restriction information.

Part-time students will be billed a graduation fee upon submitting the application for graduation. The graduation application fee is not refundable. In the event the student does not complete the requirements for the degree within one year of the original indicated date, a new application and application fee will be required.

Transcripts
The transcript is the official academic record. The student’s authorization must be received before a transcript will be released. The student should complete an electronic Transcript Request. The link is available on the Registrar’s Office website at www.sacredheart.edu/officeservices/registrar/. A fee is charged for each transcript requested. Options are available for rush processing, and overnight delivery services at an additional cost. Transcripts will be withheld if the student has a financial obligation to the University.

Application for Graduation
To receive a degree, a student must complete all requirements for that degree as listed in the catalog in effect at the time of admission into the program. Degrees are conferred three times a year in May, August and December. The Commencement Convocation is held once a year in May.

A student eligible for a degree must apply for graduation to the Office of the University Registrar as follows. An online application is available through Web Advisor.

May graduation date: Application due the prior June
August graduation date: Application due the prior October
December graduation date: Application due the prior February

Failure to comply with the above schedule may result in a delay of degree conferral.

University Cross-Registration Program
Full-time students may take courses at Fairfield University and the University of Bridgeport as part of their regular full-time course load, provided the courses are not offered during the requested semester at Sacred Heart University and the student demonstrates that they must take the course in the given semester. Contact the Office of the Registrar for details and other requirements.
Isabelle Farrington College of Education

JAMES “JIM” C. CARL, PH.D.
Dean

The Isabelle Farrington College of Education fosters the development of women and men who demonstrate intellectual and professional integrity, value compassionate service to others, and take leading roles in communities governed by spiritual and moral values. As a professional college within a Catholic university rooted in the liberal arts, the Farrington College of Education is committed to providing learning experiences built upon deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to creating a more just society.

The college strives to teach educators the skills necessary for ethical responses to new and ever changing circumstances of a future filled with discoveries, technological advancements, and social change. The college provides opportunities for teacher candidates to gain knowledge, experience, skills and values essential to begin a first career. The College is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources and candidates’ achievements.

The college’s cooperation with professional partners in the PK-12 schools ensures that our candidates benefit from integrated academic, internship and clinical experiences. This collaboration enriches the educational endeavors of the community and instills an ethic of service.

A key partner is Horizons at SHU. Located within the college, Horizons at SHU is a summer and weekend program that provides academic and cultural support to children in the Bridgeport schools.

Mission
Guided by University and College mission statements, the faculty of the Farrington College prepare men and women to live in and make their contributions to the human community. Our primary purpose is to develop the capacities, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills and dispositions to facilitate the learning of all students.

Conceptual Framework
According to the Council for the Accreditation of Educator Preparation, “the conceptual framework establishes the shared vision for . . . preparing educators to work in P–12 schools.” The Farrington College of Education actively uses its conceptual framework to develop, implement, monitor and assess its programs and to articulate and evaluate candidates’ competencies in content mastery, skill development, integration of technology, appreciation of diversity, and the development of dispositions in which the intellect and heart are focused on the greater good in teaching, leadership and serving others. The overarching theme of our conceptual framework is “Promoting a Culture of Excellence in a Changing World.” A culture of excellence is promoted when four underlying principles are met: the educational practitioner possesses a comprehensive, integrated and context-dependent professional knowledge base; effectively utilizes natural and acquired personal and professional skills; cultivates and consistently demonstrates professional dispositions and commitments; and is responsive to cultural, professional, and technological changes in the educational environment. We further contend that to be an educator committed to promoting a culture of excellence, the candidate must demonstrate proficiency in each of the five domains of professional excellence—context, content, learner, pedagogy and educator—
identified by our college. Our system of assessing the learning outcomes of our candidates is based on these five domains, which are in turn aligned to state and national standards.

Teacher Preparation and Initial Certification

The Teacher Education program offers a professional curriculum approved by the state of Connecticut for certification as elementary and secondary school teachers. Prospective teachers must major in an academic discipline in addition to completing the teacher certification sequence. Thus, the teacher-graduate not only enters the job market with more than one skill but also possesses a solid academic background and a high level of professional competence.

Teacher Education programs focus on the personal growth of the teacher, and the social and emotional qualities conducive to teaching effectiveness. The components of the program—coursework, fieldwork, and student teaching—assist candidates in broadening their knowledge of the academic content areas along with the pedagogical and developmental practices that support learning and active inquiry. Fieldwork and student teaching are specially designed to help candidates experience the interrelationship between educational theory and practice.

The Teacher Education Department offers several teacher certification choices: Elementary Education grades 1-6, Secondary Biology 7-12, Secondary Chemistry 7-12, Secondary English 7-12, Secondary General Science 7-12, Secondary History and Social Studies 7-12, Secondary Mathematics 7-12, and Spanish 7-12. These programs require the completion of 36 credits in the professional education sequence.

Additional University-approved credits are also required in each of the programs, for example, 3 credits in U.S. History.

Five-Year Program

There are two routes by which a candidate can achieve recommendation for initial teacher certification: the Five Year Program and the Post-Baccalaureate program.

Sacred Heart undergraduates apply for admission to the College of Education in spring of freshman year or fall of sophomore year, complete seven certification courses while also satisfying BA/BS requirements, and complete the initial certification requirements in the fifth year. In addition, candidates complete the requirements for the Master of Arts in Teaching degree. During the fifth year, candidates also may serve as interns in the public schools. This internship includes a benefit equal to the tuition cost of 33 graduate credits. See the Department of Teacher Education for details of the graduate internship. For students in the Five-Year Program only, the 400-level methods and curriculum courses are also applied to the requirements of the MAT degree. Including the seven undergraduate education courses, candidates in the program complete a total of 60 credits of professional education.

Post-Baccalaureate Program

Candidates seeking teacher certification may elect to participate in the planned program leading to recommendation for initial certification after they have completed the bachelor’s degree. Sacred Heart undergraduates choosing this route apply for admission to the College of Education during fall of their senior year and can begin education coursework as early as the late spring semester following undergraduate commencement.

Candidates also complete requirements for the Master of Arts in teaching degree. Internship opportunities are available for two semester of the full program (certification plus MAT). Teacher certification requires 36 credits; the MAT degree requires an additional 12 credits of graduate work that
can be typically completed within two years. Specific details of the Post-Baccalaureate Program are provided in the Graduate Catalog.

**Horizons at SHU**

JEFFREY RUMPF, M.S.  
Director

Horizons at Sacred Heart University is an affiliate of Horizons National, which provides academic and cultural support to underserved children in urban areas. Horizons at SHU serves children and youth from the City of Bridgeport with the purpose of narrowing the academic achievement gap between city and suburban students. The program’s mission is to create a dynamic learning environment during the summer and on Saturdays during the school year. The children spend their time honing their literacy and math skills as well as enjoying cultural and physical activities such as swimming, violin and guitar instruction, dance and gymnastics, gardening, science experimentation, martial arts and more.

**International Opportunities**

The Farrington College of Education offers international experiences in Dingle, Ireland and Cartago, Costa Rica, that are open to all students in teacher preparation programs.

The Irish experience takes place during the winter intensive session. Candidates experience the Irish educational system in an up close and personal way -- observing classrooms in action, learning from Irish teachers and administrators, and meeting Irish teacher candidates. The course ED 341 Irish and American Education in Comparative Perspective counts in lieu of ED 152 Education in the United States or ED 229 Multicultural Education. For candidates who have already taken these courses, the Irish course also may serve as an MAT elective.

The Costa Rican experience takes place during the summer. Candidates take classes at the Costa Rica Institute of Technology and stay with host families. They enroll in a Spanish language course and ED 301 Exploring Teaching in Costa Rica. The education course counts in lieu of the Multicultural Education course or it serves as an MAT elective.

**Faculty**

*Department of Teacher Education*

ANTOINETTE BRUCIATI PH.D.  
Associate Professor, Coordinator of Educational Technology

KAREN CHRISTENSEN, PH.D.  
Associate Professor, Director of Griswold Campus

MICHAEL GIARRATANO, A.B.D.  
Clinical Assistant Professor, Department Chair and Director of Five-Year Program and Internships

VELMA HELLER, ED.D.  
Assistant Professor and Director of Pre-Clinical and Clinical Field Experience

MARIA LIZANO-DIMARE ED.D.  
Associate Professor

KARL M. LORENZ, ED.D.  
Associate Professor, Director of Student Teaching and Certification Officer

EDWARD T. MURRAY, PH.D.  
Associate Professor, Director of Masters Programs

GERALD NEIPP, ED.D.  
Assistant Professor

TERRY NEU, PH.D.  
Assistant Professor
GAIL NORDMOE, ED.D.
Assistant Professor

CIMA SEDIGH, ED.D.
Associate Professor

Department of Leadership and Literacy

MICHAEL BARBOUR, PH.D.
Assistant Professor

CHARLES BRITTON, ED.D.
Assistant Professor

THOMAS FORGET, PH.D.
Associate Professor

RANDALL GLADING, PH.D.
Assistant Professor and Department Chair

JACQUELINE KELLEHER, PH.D.
Assistant Professor, Special Education Cross-endorsement Program Director and CAEP Coordinator

KRISTIN RAINVILLE, ED.D.
Assistant Professor

KAREN WATERS, ED.D.
Clinical Assistant Professor and Director of Literacy Programs

MARY YAKIMOWSKI, PH.D.
Assistant Professor

Application Process

Undergraduate candidates apply for admission to the Five-Year Program in spring of their freshman year or early in the fall of their sophomore year and begin professional education coursework in their sophomore or junior years. Applicants who are entering the Post-Baccalaureate Program may apply during fall semester of their senior year. All applications are managed through the Graduate Admissions office.

Sacred Heart University adheres to all state regulations regarding teacher preparation.

Candidates must meet the following entrance requirements:

- Complete the Online Graduate Education Form.
- Pass the Core Academic Skills for Educators exam or qualify for Connecticut Department of Education waiver.
- Provide evidence of state and national criminal history background check.
- Present an essay (1-2 pages) discussing a recent experience interacting with children and/or youth and how this experience relates to expectations for a teaching career.
- Meet with a faculty advisor in the Department of Teacher Education to develop a preliminary plan of study and a transcript review.
- Maintain a cumulative undergraduate GPA of at least 2.67.
- Take the Praxis II exam for the appropriate teacher certification area.

Scholarships

The Farrington College of Education awards three endowed scholarships. For further information contact the Dean’s Office at 203-365-4791.

Isabelle T. Farrington Award—Available to students in the junior or senior class who demonstrates superior academic performance and potential and have a sincere interest in and practice of the principles of citizenship and religion for which Sacred Heart University has been established.

Sandra Lynn Nobili Award—Given to a Catholic student entering senior year and...
planning a career in elementary education. The recipient must have a cumulative average of 3.0 or better.

Robert M. Paul Award—Available to full-time undergraduate students. Preference is given to a Bridgeport Catholic high school graduate who has demonstrated financial need.

Certification Requirements

Candidates admitted to the elementary or secondary school certification programs must complete the courses listed below. The courses are grouped in sequentially ordered blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before entering student teaching. Candidates must complete the courses with an average grade of “B” or better.

The course sequence for undergraduates accepted to the Five-Year program in elementary education is listed below.

SPRING SOPHOMORE YEAR
ED 152 Education in the United States (for freshmen admits)

FALL JUNIOR YEAR
ED 101 Educational Psychology
ED 205 Education of Special Needs Students

SPRING JUNIOR YEAR
ED 152 Education in the United States (for sophomore admits)
ED 229 Multicultural Education

FALL SENIOR YEAR
ED 387 Children’s Literature
ED 207 Classroom Management

SPRING SENIOR YEAR
ED 271 Educational Technology

SUMMER 1 FIFTH YEAR
ED 413 Elementary Curriculum and Methods: Reading, Writing and Language Arts*

SUMMER 2 FIFTH YEAR
ED 430 Elementary Curriculum and Methods: Social Studies and Health*

FALL FIFTH YEAR
ED 459 Elementary Curriculum and Methods: Mathematics and Science*

SPRING FIFTH YEAR
ED 491 Student Teaching Seminar: Elementary School**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses in order to achieve the MAT degree.

*Credits applicable to MAT degree for Five-year program candidates only.

**Credits not applicable to MAT degree.

The course sequence for undergraduates accepted to the Five-Year programs in secondary education is listed below.

SPRING SOPHOMORE YEAR
ED 152 Education in the United States (for freshmen admits)

FALL JUNIOR YEAR
ED 101 Educational Psychology
ED 205 Education of Special Needs Students

SPRING JUNIOR YEAR
ED 152 Education in the United States (for sophomore admits)
ED 229 Multicultural Education

FALL SENIOR YEAR
ED 387 Children’s Literature
ED 207 Classroom Management

SPRING JUNIOR YEAR
ED 152 Education in the United States (for sophomore admits)
ED 229 Multicultural Education

FALL SENIOR YEAR
ED 207 Classroom Management

SPRING SENIOR YEAR
ED 271 Introduction to Computers in Education
ED 272 Societal Issues in Adolescence

SUMMER 1 FIFTH YEAR
ED 428 Secondary Curriculum *

SUMMER 2 FIFTH YEAR
ED 429 Secondary Methods *

FALL FIFTH YEAR
EDR 510 Content Area Reading Instruction

SPRING FIFTH YEAR
ED 495 Student Teaching Seminar: Secondary School**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses in order to achieve the MAT degree.

*Credits applicable to MAT degree for Five-year program candidates only.

**Credits not applicable to MAT degree.

For further specifics about the Teacher Education programs or about advanced teaching degrees and certification programs for those who have already earned a bachelor’s degree, contact the faculty of the Department of Teacher Education at 203-371-7808.

Undergraduate Certification Course Descriptions

ED 101 Educational Psychology
3 CR
Course considers the application of psychological principles to educational theory and practice. Candidates explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced and consistent themes and concepts identified.

ED 152 Education in the United States
3 CR
Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

ED 205 Education of Special-Needs Students
3 CR
Focuses on identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Exceptionalities studied include all areas identified by national and state mandates.

ED 207 Classroom Management
3 CR
Presents teaching strategies for discipline and management in the classroom. Candidates learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

ED 229 Multicultural Education
3 CR
This course is designed to foster understanding of ethnicities through
literature and storytelling. Candidates attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help candidates understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour service-learning requirement.

**ED 271 Educational Technology**  
3 CR  
This undergraduate course familiarizes participants with methods of integrating technology for teaching and learning in the classroom. Participants use a variety of technology tools to create instructional materials and enhance professional productivity. A 3-hour field experience in a diverse P-12 educational setting is required.  
(Blended Learning)

**ED 272 Societal Issues in Adolescence**  
3 CR  
Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audiovisual materials, students gain practical insight and understanding of contemporary issues in adolescent life.

**ED 387 Children's Literature**  
3 CR  
Examines a variety of genres of children's literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature and the dramatic arts are emphasized.

**Interdisciplinary Studies Course Descriptions (Foundational Core)**

**BI 109 Biology for Elementary Teachers with Lab**  
3 CR  
This course covers the fundamental concepts of biology at all levels from cells to organisms to ecosystems as outlined in the Next Generation Science Standards for K-4. The course will illustrate these principles through lecture and laboratory utilizing current pedagogy including hands-on inquiry oriented practices, 100 minutes of lecture and 2.5 hours of lab per week.

**CH 101 The Physical World**  
2 CR  
This course introduces the culture, language, values, methods and outcomes of chemistry and physics. Important concepts are presented on a framework of contemporary issues and technology such as the energy, consumer products, medicinal drugs, nutrition, and biotechnology and will address the ethical and moral issues associated with these. The structure of the course is inquiry based and utilizes cooperative learning as well as integrating pedagogical content knowledge and math with chemistry content.

**CH 102 Physical Science Lab**  
1 CR  
This course provides hands-on, inquiry based experiences to supplement the lecture section of the physical world.

**ED 343 Introduction to Language and Literacy**  
3 CR  
This course focuses on the role of oral language acquisition and language development in children from pre-kindergarten to grade 3 as necessary for building foundational skills in literacy. Participants examine early reading and writing instruction from historical,
theoretical, critical, and pedagogical perspectives that consider the research that has shaped literacy instruction during the past century. The effects of environmental and home influences on children’s cognitive development, and its impact on phonological awareness, the alphabetic principle, concepts of print, and phonics as predictors of general reading ability are explored.

**ENG 233 American Literature for Elementary Educators**

3 CR

This course surveys American literature from the early national period to the present, with an emphasis on 20th century texts. Students will read a wide variety of texts in different genres, including the essay, the short story, poetry, and the novel. Since the majority of the students enrolled in this course plan to teach at the elementary level, the course will emphasize close reading and other skills that will help the students make complicated ideas understandable and accessible.

**ENG 344 Studies in World Literature**

3 CR

Explores works both inside and outside the Western canon. Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors. Also open to students in the Multidisciplinary major.

**GS 150 World Geography**

3 CR

Surveys the wide spectrum of topics that comprise modern physical and cultural geography. Topics include earth/sun relationships, atmosphere, landforms, hydrology, biosphere and energy flow. Also, population, culture, religion, politics, economics, agriculture and industrial/urbanization. Overview concepts include mapping, regions and environmental issues.

**HI 222 United States History to 1865**

3 CR

Examines American development from the period of exploration to the conclusion of the Civil War. Major themes include colonial society, the Revolution, 19th-century expansion and economic growth, slavery and the War for the Union.

**HI 223 United States History since 1865**

3 CR

Analyzes United States development from Reconstruction to the present, examining major social, political, economic and foreign policy developments and their impact on American life.

**MA 107 Mathematics for Elementary School Teachers**

4 CR

This one-semester course is designed specifically for students planning to teach at the elementary school level. Topics include geometry, measurement, rational numbers, ratio, proportion, percents, problem solving, mathematical reasoning and connections, probability and statistics. Prerequisite: C or better in MA 006 or placement by Mathematics Department

**MA 131 Statistics for Decision Making**

3 CR

This course is geared towards liberal arts, science, and health science majors. It introduces descriptive statistics, probability: both discrete and normal, confidence intervals, hypothesis testing, and correlation. Real world applications are offered and computer statistical software may be used. Prerequisite: One college-level Mathematics course or placement by Mathematics Department

**MA 211 Geometry for Educators**

3 CR

Designed especially for students interested in education. This course introduces the student to the study of an axiomatic system and to an introduction to proof writing. It includes the study of Euclidean Geometry, non-Euclidean Geometry and Analytic
Geometry. Geometers’ Sketchpad will also be used and demonstrated throughout the course as appropriate.

**PO 121 Introduction to American Government**  
3 CR  
Examines the theoretical foundation of American government, the U.S. Constitution, political behavior, interest groups, political parties, Congress, the presidency and the Supreme Court.

**PY 101 Earth and Space Science**  
2 CR  
Designated for A&S multidisciplinary major. The composition of the universe and our place in it, the causes of earthquakes, volcanoes, the formation of the land we live on, weather phenomena, and Earth’s major global issues as to cause and effect will be studied. Prerequisite: High school precollege chemistry. Corequisite: PY 102 Earth and Space Science Lab

**PY 102 Earth and Space Science Lab**  
1 CR  
Designated for A&S multidisciplinary major. The lab associated with this course involves in-house, hands-on investigations of basic concepts, as well as, a field component with analyses and interpretations in the “real” world. It will also discuss how a field component can be modified and added to an elementary Earth Science program. Prerequisite: High school precollege chemistry

**International Course Descriptions**

**ED 341 Irish and American Education in Comparative Perspective**  
3 CR  
Based in the Gaeltacht region of West Kerry, the course compares the education system in Ireland with that of the United States. Topics addressed include curriculum and instruction, funding and governance, teacher preparation, multiculturalism, language policy, and contemporary school reform. Student will be introduced to the students and teachers of Dingle, Ireland and experience the Irish education system up-close and personal. You will observe classrooms in action, learn from Irish teachers and administrators, and meet teacher candidates and their professors. Open to all students in FCE teacher preparation programs, the course counts in lieu of Education in the United States, Multicultural Education, or an MAT elective.

**ED 301 Exploring Teaching in Costa Rica**  
3 CR  
This course provides an overview of the teaching profession in Costa Rica through active involvement in K-11 bilingual classrooms. Participants engage in hands-on activities in classrooms under the supervision of a master teacher. Activities include teaching assistance, tutoring, student group work and leading school projects based on personal talents and content area. Participants reflect upon the implications of teaching and learning in a multicultural and multilingual environment. Course may serve in lieu of ED 229 Multicultural Education course or it serves as an MAT elective.
The College of Health Professions seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others and who take leading roles in communities governed by spiritual and moral values.

As a professional college within a Catholic university rooted in the liberal arts tradition, the College of Health Professions is committed to providing an education built upon deep respect for the dignity of the human person, and a recognition of the responsibility of each individual to contribute to the building of a more just society.

Specifically, the college strives to teach the skills necessary for developing ethical responses to new and ever changing circumstances of a future filled with discoveries, technological advancements and social change.

The college provides opportunities for students to gain knowledge, experience, skills and values necessary to begin a first career; to advance in an existing career; and to prepare for new career challenges in response to the changing needs of society.

The college's cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship and clinical experiences. This collaboration also enriches the health care endeavors of the community and instills an ethic of community service among students.

The college is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources and student achievements.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>CONCENTRATIONS</th>
<th>BACHELOR'S DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Exercise Science</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Geriatric Health and Wellness</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Global Health</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Health Science</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-Occupational Therapy</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
ATHLETIC TRAINING

The Athletic Training major is designed for those students interested in pursuing a career in athletic training. Students who complete the Athletic Training major will be eligible to sit for the Board of Certification (BOC) examination. Furthermore, students are prepared to pursue post-professional education in athletic training or other areas of allied health (additional coursework may be necessary). Students interested in pursuing an undergraduate degree in Athletic Training and a professional graduate degree in Physical Therapy should contact the Department of Physical Therapy and Human Movement Science for additional information.

The Athletic Training education program has a competitive admissions process. The Athletic Training major enrollment is limited to 40 students per class. Students interested in pursuing Athletic Training at Sacred Heart University should consult with the Office of Admissions and the Athletic Training Education program for current admission criteria. Two routes of Athletic Training Education program admission are available, direct acceptance upon admission as a high school senior to Sacred Heart University or as a first-year Sacred Heart University student.

Admission into the athletic training program is based on several factors including:
- high school academic performance (3.0 cumulative GPA), completion of three to four years of science during high school,
- SAT (1050) or equivalent ACT scores, and
- an expressed interest in the Athletic Training Education program.

For students who qualify, a seat will be reserved in the program and they will be designated as an Athletic Training major upon entry to the University. Additionally, to retain acceptance status in the program, students must meet and maintain the following criteria as they move through their first year of study at Sacred Heart University:

- Complete the required First year prerequisites and meet or exceed a minimum GPA of 2.5, with no grade lower than a C in the two science courses each with a lab (minimum) and AT 100.
- Attend athletic training orientation and training events.
- Attend one information/advising session held once each semester.
- Complete health verification, immunizations and background check (completed through CertifiedBackground.com upon formal acceptance into the program at student’s own expense)
- Complete the Athletic Training Program Application Packet (available via program’s website)

Students who do not meet the admission criteria, or who decide to apply during their first year, or who are transfer students should apply for available seats by completing the formal application for admission to the Athletic Training education program, available on the programs website and attend the mandatory orientation meeting during the Spring semester. The application packet can be found on the program’s website. Transfer students should inquire with the Athletic Training Education Program Director regarding their potential admission status before applying.

Acceptance into the Athletic Training education program for students who have not been granted acceptance is based on university or college scholarly achievement, overall GPA, science GPA, letters of recommendation, and a personal statement. Athletic Training education program acceptance is also conditional upon meeting the program’s technical and medical standards, which are located on the programs website. The program requires the completion of a certificate of health following a physical examination by a physician. All students must show proof of vaccination, immunization and hepatitis B vaccine series or signed waiver, prior to beginning
the program. In addition, athletic training students are required to complete a criminal background check and verify to meeting the physical and behavioral technical standards necessary to successfully complete all program requirements. Information regarding the application process can be found on the program’s web page. The complete health verification, immunizations, and background check will be completed through CertifiedBackground.com at student’s own expense upon formal acceptance into the program. Complete written information on required technical standards can be obtained from the Athletic Training Program Director, the Athletic Training Policy and Procedure Manual, and the program website.

To receive a B.S. degree in Athletic Training, students must complete 130 (dependent upon new core requirements) credit hours of study.

The opportunity to participate in intercollegiate athletics while pursuing a career of study in athletic training is available. However, it is the responsibility of the student to manage the time commitment of both endeavors. Students should discuss the time commitments for participation in this major and their specific sport with their major advisor, Clinical Education Coordinator, and coach.

**Program Accreditation**

Sacred Heart University’s Athletic Training Education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Accreditation status was granted in October 2001. The SHU Athletic Training program’s Board of Certification Examination Pass Rate is available on the program’s website.

**Clinical Education**

Clinical education provides students the opportunity to apply classroom knowledge with clinical experience. All clinical experiences, traditional and non-traditional, are under the direct supervision of certified athletic trainers or other healthcare providers. Students are exposed to a variety of settings including public, private and preparatory high schools, a variety of colleges and clinical rotations including physicians’ offices and rehabilitation facilities. In addition, the clinical education program requires students to amass a minimum number of clinical hours per semester, as outlined in the syllabi of each practicum course. All students are required to maintain current CPR for the Professional Rescuer certification, annual PPD verification and blood-borne pathogen training (or its equivalent) throughout the clinical experience. Students will not be able to participate in the clinical experience without current certification. Students are responsible for providing transportation to off-campus sites.

Beginning first semester of the Sophomore year, students enroll in six sequential graded practicums for which they receive credit. These six practicum courses are didactic and clinical in nature and utilize an informal problem-based approach. Each practicum is designed to foster critical thinking and allows an opportunity for students to practice clinical skills they have been taught previously in the classroom. Small self-directed student groups are posed problem-based situations or cases requiring identification of pertinent strategies and clinical decisions to address the problem or case. The learning goals and new information discovered by the group during directed investigation of the problem, is researched by individuals of the group and then examined and processed by the entire group before presentation, discussion and evaluation. Facilitators (tutors) provide feedback to students regarding their decisions and guide students toward understanding the interconnections between their actions and the implications of their actions in the clinical environment.
Differential Tuition
Sacred Heart University has implemented a differential tuition for the Athletic Training program. The cost of athletic training education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of athletic training education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for Athletic Training students starting their Sophomore year.

All Athletic Training students must maintain a minimum grade point average (GPA) of 2.5 and receive a C or better in all prerequisite and required courses. This undergraduate program leads to a Bachelor of Science (BS) degree in Athletic Training.

Additional Requirements
All students are required to maintain current CPR for the Professional rescuer certification, with AED (or its equivalent), Supplemental Oxygen certification, annual PPD verification, Criminal Background Check, sexual harassment training, and Protecting God’s Children training. The AT program offers both CPR/AED certification and sexual harassment training annually and PPD testing can be obtained from University Health services. Students will not be permitted to participate in the clinical experience (beginning with AT 129) without completing the above criteria. Students are responsible for providing transportation to off-campus sites.

Faculty

THERESA MIYASHITA, PH.D, ATC, PES, CES
Director
Assistant Professor

GAIL SAMDPERIL. ED.D, ATC
Clinical Associate Professor
Associate Dean

ELENI DIAKOGEOUGIOU, MBA, ATC
Clinical Education Coordinator
Clinical Assistant Professor
Julie Demartini, PhD, ATC
Assistant Professor

Athletic Training Professional Courses

AT 100 Principles of Athletic Training
AT 125 Athletic Training Basic Skills
AT 129 Athletic Training Clinical Practicum I
AT 130 Athletic Training Clinical Practicum II
AT 221 Athletic Training Clinical Practicum III
AT 222 Athletic Training Clinical Practicum IV
AT 239/239L Orthopedic Evaluation I, with lab
AT 240/240L Orthopedic Evaluation II, with lab
AT 241/241L Therapeutic Modalities, with lab
AT 242/242L Therapeutic Rehabilitation, with lab
AT 246 Capstone Proposal
AT 251 Research Methods and Statistics in Athletic Training
AT 255 Nutritional Considerations for the Athletic Trainer
AT 275 Organization and Administration in Athletic Training
AT 310  Aspects of Clinical Medicine, with discussion
AT 322  Athletic Training Clinical Practicum V
AT 323  Athletic Training Clinical Practicum VI
AT 324/324L  Strength and Conditioning for Rehabilitation Professionals

**Athletic Training Required Supporting Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX 250</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>EX 253</td>
<td>Pathophysiology &amp; Pharmacology</td>
</tr>
<tr>
<td>EX 260</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>CH 117/119</td>
<td>Organic Chemistry &amp; Biochemistry with lab</td>
</tr>
<tr>
<td>BI 111/113</td>
<td>Concepts of Biology I with lab</td>
</tr>
<tr>
<td>BI 112/114</td>
<td>Concepts of Biology II with lab</td>
</tr>
<tr>
<td>BI 206/208</td>
<td>Anatomy &amp; Physiology I with lab</td>
</tr>
<tr>
<td>BI 207/209</td>
<td>Anatomy &amp; Physiology II with lab</td>
</tr>
<tr>
<td>PS 110</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PS 295</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>MA 140</td>
<td>Precalculus</td>
</tr>
<tr>
<td>PY 100</td>
<td>Physics</td>
</tr>
</tbody>
</table>

**Athletic Training Course Descriptions**

**AT 100 Principles of Athletic Training**
3 CR
This course is an introduction to basic principles of the athletic training profession. Content includes history of the athletic training profession, sports medicine team concepts and applications, environmental influences, health assessment screenings, basic injury and illness assessment, management and treatment, protective equipment, strength and conditioning concepts, and health risks related to the physically active. An overview of athletic training professional organizations and the role the athletic trainer plays in the health care system is introduced. Risk factors associated with blood-borne pathogens (BBP) and common diseases that affect the active population. Concepts of universal precautions and BBP training will also be provided.

**AT 125 Athletic Training Basic Skills**
1 CR
Course content includes skill development in taping, wrapping and splinting techniques, ambulatory aides, cryo- and thermal modalities, basic evaluation techniques, and topical anatomy. In addition, students gain a basic understanding of the healing process and the influence of supportive devices on injuries.
Prerequisite: AT 100, Corequisite: BI 206/208, AT majors only

**AT 129 Athletic Training Clinical Practicum I**
1 CR
Specific content includes emergency procedures, wound care, environmental issues, and basic assessment and evaluation. Students also obtain clinical athletic training experience under the supervision and guidance of an approved preceptor. Students will gain a minimum of 98 clinical hours. Only those clinical hours performed under a certified athletic trainer will be used toward meeting the course requirement. The nature of the didactic portion of this course is problem based.
Prerequisites: AT 100, CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Corequisites: AT 239, AT 239L

**AT 130 Athletic Training Clinical Practicum II**
1 CR
The nature of the didactic portion of this
course is problem based. Specific content includes case-based scenarios focusing on lower extremity orthopedic assessment and treatment, taping and bracing, biomechanical assessment and orthopedic fabrication, assessment of pre-participation examinations. Students also obtain clinical athletic training experience under the supervision and guidance of an approved preceptor. Students will gain a minimum of 98 clinical hours.

Prerequisites: AT 125, AT 129, AT 239, AT 239L, BI 206/208, and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Corequisites: AT 240, AT 240L

AT 221 Athletic Training Clinical Practicum III
2 CR
The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on upper extremity orthopedic assessment and treatment, taping and bracing, and biomechanical assessment. Students also obtain clinical athletic training experience under the supervision and guidance of an approved preceptor. Students will gain a minimum of 168 clinical hours.

Prerequisites: AT 130, AT 240, AT 240L and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Corequisites: AT 241, AT 241L

AT 239 Orthopedic Evaluation I (3 credits), with Lab (1 credit)*
4 CR
Focuses on the evaluation process, management, and treatment of orthopedic and neuromuscular injuries of the lower extremity. Course content includes the evaluation process of injuries across the lifespan, medical terminology and nomenclature, basic principles of goniometry and manual muscle testing. Lab portion of the class focuses on the skills needed to perform a comprehensive orthopedic evaluation.

Prerequisites: BI 111/113, BI 112/114, AT 100; Corequisites: AT 129, BI 206/208

AT 240 Orthopedic Evaluation II (3 credits), with Lab (1 credit)*
4 CR
Focuses on the continued development of skills and knowledge needed for conducting comprehensive orthopedic evaluations. Course content includes the evaluation, management, and treatment of orthopedic and neuromuscular injuries to the upper extremity, head, and spine. Lab portion of the class focuses on the clinical skills needed to perform a comprehensive orthopedic evaluation of the upper extremity, head, and spine.

Prerequisites: AT 129, AT 239, AT 239L, BI 206/208; Corequisites: AT 130, BI 207/208
AT 241 Therapeutic Modalities (3 credits), with Lab (1 credit)*
4 CR
Utilizing the injury-response cycle as a foundation for clinical decision making and a problem-solving approach to treatment planning, this course prepares students to investigate and analyze indications, contraindications, and set-up procedures for therapeutic agents, including pharmacological influences that aid the healing of injury, reduction of pain, and assistance in the rehabilitation process among the active population.
Prerequisites: AT 130, AT 240, AT 240L, and PY 100; Corequisite: AT 221

AT 242 Therapeutic Rehabilitation (3 credits), with Lab (1 credit)*
4 CR
This course will explore foundational theories and techniques of various therapeutic approaches to rehabilitation through discussion, laboratory exercise, and traditional lecture. Common surgical techniques and their implications on the rehabilitation process will also be examined. Students will have an opportunity to enhance their literature search and writing skills through the composure of a literature search paper which focuses on a select injury topic.
Prerequisites: AT 221, AT 241, AT 241L, EX 260; Corequisites: AT 222

AT 246 Capstone Proposal
This class provides an online learning environment with instruction in scientific writing and the development of a literature review. Students will also gain an understanding of the process of the Internal Review Board/Human Subjects Review Committee. Students will explore outcome measures to guide clinical decision-making based on principles of evidence-based practice and research skills. Students will start preparing for the senior capstone research project, that will be focused on the development of a case study, original research project or meta-analysis.
Prerequisites: AT 251; Corequisites: AT 222

AT 251 Research Methods and Statistics in Athletic Training
An introduction to quantitative and qualitative research methods relevant to athletic training. Topics will include: conducting literature searches, scientific writing styles, proper citations, study designs, levels of measurement, parametric and non-parametric biostatistics, qualitative data analysis, and ethical considerations in research.
Prerequisites: MA 140

AT 255 Nutritional Considerations for the Athletic Trainer
This course provides an examination of the six classes of nutrients with primary emphasis on issues related to sports nutrition. Hydration, the use of sports beverages, and dietary supplementation for ergogenic benefit will receive substantial attention.
Prerequisites: BI 207/209

AT 275 Organization and Administration in Athletic Training
3 CR
This course presents an overview of administrative concepts and organization of athletic training. Students gain knowledge in basic management theory and are able to apply skills learned in class through problem-based cases. Students develop budgets, learn key components in creating an athletic training room, focus on real-world ethical and legal dilemmas, learn the key concepts to insurance and reimbursement and visit various settings in athletic training unfamiliar to them. Students will have the opportunity to speak with various athletic trainers in different settings, understand the importance of continuing education, and complete a strength assessment highlighting their professional strengths and attributes. Students will gain knowledge of how to
appropriately interview, write resumes and cover letters, and appropriately navigate and network within the field of athletic training.

Prerequisites: AT 241, AT 241L and AT 221

**AT 310 Aspects of Clinical Medicine (3 credits), with Lab (1 credit)**

4 CR

This course introduces athletic training students to the etiology of normal and abnormal responses to injuries/illnesses and diseases and presents an opportunity for students to acquire the necessary evaluation skills needed to provide immediate treatment or referral. Discussions center on general medicine topics: etiology, pathology, clinical evaluation, medical management, and prognosis of common types of musculoskeletal, reproductive, cardiovascular, visceral and neurological injury and disease. Students will also participate in a general medicine clinical rotation. This course also utilizes allied health practitioners to deliver specific course content pertinent to their professional field.

Prerequisites: AT 222, AT 242, AT 242L, EX 253, CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Corequisites: AT 310, AT 310L, AT 322, AT 324, AT 324L, and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification

**AT 322 Athletic Training Clinical Practicum V**

3 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on advanced orthopedic assessment & treatment, nutrition, organization and administration and professional development. The capstone project will continue culminating in presentation. Students also obtain clinical athletic training experience under the supervision and guidance of an approved preceptor. Students will gain a minimum of 238 clinical hours for the semester.

Prerequisites: AT 222, AT 242, AT 242L, CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Corequisites: AT 310, AT 310L, AT 322, AT 324, AT 324L, and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification

**AT 323 Athletic Training Clinical Practicum VI**

3 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on general medicine, psychosocial issues, professional development, nutrition and strength and conditioning. Students also obtain clinical athletic training experience under the supervision and guidance of an approved preceptor. Students will gain a minimum of 238 clinical hours for the semester.

Prerequisites: AT 310, AT 310L, AT 322, AT 324, AT 324L, and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification

**AT 324 Strength and Conditioning for Rehabilitation Professionals (3 credits) with lab (1 credit)**

4 CR

This course prepares the athletic training student to apply a scientific basis and functional approach to the development of strength and conditioning programs for patients and clients. Students have opportunity to enhance their research and writing skills through a research assignment.

Prerequisite: AT 242, AT 242L and EX 250

All required Athletic Training Education courses must be passed with a “C” or higher in order to matriculate in the Athletic Training Education Program.

Students are allowed only 1 attempt to re-take an Athletic Training course to earn the “C” minimum grade and matriculate.

*Both the lecture (3 credits) and lab (1 credit) must be passed with a “C” or higher in order to matriculate in the Athletic Training Education Program.*
EXERCISE SCIENCE
The exercise science (EX) major is designed for those students who are seeking a broad background in exercise and fitness. It can also serve as a foundation for graduate study in athletic training, physical therapy, exercise physiology, biomechanics, cardiac rehabilitation, wellness, strength & conditioning and nutrition. The didactic and clinical components allow students the opportunity to explore related areas of study, including exercise physiology, strength & conditioning, exercise prescription and fitness assessment. Graduates from the EX major are prepared to pursue either employment opportunities in health and fitness settings, or graduate school in those health professions noted above. Two accelerated pathways culminating in either a graduate professional degree in Physical Therapy or in Exercise Science and Nutrition are available as an EX major. Students interested in pursuing either accelerated program should contact the EX program for additional information.

The EX program has a competitive admissions process. Interested students should complete a Declaration of Major form and submit to the EX program. Students will be admitted to the EX program following completion of their second semester if they meet the following requirements:

- Complete the required first year prerequisites and meet or exceed a minimum GPA of 2.5, with no grade lower than a C in all science course prerequisites and EX 100 (Introduction to Exercise Science).

Transfer students should inquire with the EX Program Director regarding their potential admission status before applying.

Majors are required to take all EX required courses as well as five EX elective courses.

Differential Tuition
Sacred Heart University has implemented a differential tuition for the EX program. The cost of EX education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of exercise science education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for EX upon admission to the major.

All EX students must maintain a minimum grade point average (GPA) of 2.5 and receive a C or better in all prerequisite and required courses. This undergraduate program leads to a Bachelor of Science (BS) degree in EX.

Additional Requirements
All students are required to maintain current CPR for the Professional rescuer certification (or its equivalent), annual PPD verification, Criminal Background Check, sexual harassment training. The EX program offers both CPR certification and sexual harassment training annually and PPD testing can be obtained from University Health services. Students will not be permitted to participate in any clinical experience (EX 366, EX 367) without completing the above criteria. Students are responsible for providing transportation to off-campus sites.

Faculty
WENDY BJERKE, PH.D.
Clinical Associate Professor

BEAU GREER, PH.D., CSCS.
Graduate Program Director Associate Professor
MATTHEW MORAN, PH.D.
Undergraduate Program Director
Associate Professor

ANNA GREER, PH.D., CHES., HFS
Associate Professor

JESSE LLOYD, MS
Clinical Assistant Professor

PETER RONAI, MS, RCEP, CSCS-D, FACSM
Clinical Associate Professor

ERIC SCIBEK, MS, ATC, CSCS
Clinical Assistant Professor

VALERIE WHERLEY, PH.D.
Clinical Assistant Professor

Exercise Science Required Courses

EX 100 Introduction to Exercise Science
EX 230 Research and Evaluation for Health Professionals
EX 250 Exercise Physiology, with Lab
EX 260 Kinesiology, with Lab
EX 362 Exercise Testing and Prescription, with Lab
EX 363 Developing Strength and Conditioning Programs, with Lab
EX 366 Clinical Rotation
EX 399 Seminars in Exercise Science

EX 299 Special Topics in Exercise Science
EX 320 Pediatric Exercise Science
EX 358 Exercise and Aging
EX 361 Functional Gait Analysis
EX 365 Clinical Exercise Science
EX 367 Internships in Exercise Science
EX 390 Planning & Evaluation for Physical Activity and Nutrition Programs
EX 398 Independent Research in Exercise Science

Required supporting courses

BI 111/113 Concepts of Biology I, with Lab
BI 112/114 Concepts of Biology II, with Lab
BI 206/208 Human Anatomy and Physiology I, with Lab
BI 207/209 Human Anatomy and Physiology II, with Lab
CH 117/119 General Organic Biochemistry, an Overview, with Lab
or
CH 151/153 General Chemistry I, with Lab
MA 140 Precalculus
PS 110 Introduction to Psychology
PS 295 Health Psychology
PY 100 Elements of Physics
or
PY 111/113 General Physics I, with Lab

Exercise Science Electives

EX 253 Pathophysiology and Pharmacology
EX 255 Nutritional Aspects of Human Health and Performance
EX 270 Neural Control of Human Movement
EX 290 Behavioral Aspects of Exercise Science

Exercise Science Course Descriptions

EX 100 Introduction to Exercise Science
3 CR
Aspects of a healthy lifestyle including epidemiology, basic cardiovascular and musculoskeletal fitness principles, energy systems, and an introduction to exercise
prescription are presented in addition to strategies to promote wellness. This course is intended for students pursuing a degree in exercise science.

**EX 101 Health, Fitness and Recreation**  
1 CR  
This course includes baseline and subsequent individualized physical fitness assessments, exercise programming, and recreational activities at the William H. Pitt Center, Human Performance laboratory, and within Fairfield County. Be prepared to exercise on campus and participate in optional hiking, cycling, and other recreational sports and activities in the area. All fitness levels welcome to enroll.

**EX 230 Research and Evaluation for Health Professional**  
3 CR  
An introduction to quantitative and qualitative research methods relevant to exercise science. Topics will include: conducting literature searches, scientific writing style, proper citation, study design, levels of measurement, parametric and non-parametric biostatistics, qualitative data analysis, and ethical considerations in exercise science research.  
Prerequisites: EX 100

**EX 250 Exercise Physiology with Lab**  
4 CR  
Presents a workable knowledge of the body's response to physical activity. Exercise metabolism, cardiopulmonary function, adaptations to training and environmental factors are addressed as well as exercise training guidelines. Assessment, clinical skills, aerobic testing, strength and power testing and flexibility testing are among lab activities.  
Prerequisites: BI 207/209, EX 230 (Pre- or Corequisite)

**EX 253 Pathophysiology and Pharmacology**  
3 CR  
A systematic study of the disease process and disorders commonly seen in an exercise setting. Emphasis is on the effect of disease symptoms, management and pharmacological agents on physical activity.  
Prerequisites: BI 207/209 and EX 230 (Pre- or Corequisite)

**EX 255 Nutritional Aspects of Human Health and Performance**  
3 CR  
Provides an examination of the six classes of nutrients with strong emphasis on chronic disease prevention and improving athletic performance. Issues concerning dietary supplements, functional foods, and the ethics of food choices are also explored.  
Prerequisites: BI 207/209 and EX 230

**EX 260 Kinesiology with Lab**  
4 CR  
Investigates basic mechanical and kinesiological principles and their functions, interrelationships, and involvement with the mechanics of human motion.  
Prerequisites: EX 230 (Pre- or Corequisite); PY 100, BI 206/208

**EX 270 Neural Control of Human Movement**  
3 CR  
This course reviews the neural structure and function of human movement. Anatomical, developmental, and physiological foundations are covered during the first part of the course. Progressive concepts and theories of neuroplasticity, motor control, motor learning, and motor skills are presented as they relate to daily activities and sport. The course completes with an introduction to pathological movement conditions and therapeutic strategy.  
Prerequisites: EX 230, BI 206/208

**EX 290 Behavioral Aspects of Exercise**  
3 CR  
This course will examine psychosocial and behavioral factors that influence physical
activity, exercise, and rehabilitation, as well as individual, interpersonal, community, environmental, and policy approaches to promoting physical activity. Additional topics include mental health effects of exercise and sport psychology.

Prerequisites: EX 230 (Pre- or Corequisite)

**EX 299 Special Topics in Exercise Science**  
1-3 CR  
In-depth exploration of a specific, applied exercise science topic. Course can be repeated if topic varies.  
Prerequisites: Consent of instructor.

**EX 320 Pediatric Exercise Science**  
3 CR  
This course will provide an introduction to the field of pediatric exercise science. Topic areas will include: growth and development in children and adolescents, puberty and endocrine influences on pediatric exercise responses, physical activity on the growing child, resistance training and muscular strength in youth, exercise training for aerobic endurance in children, and patterns of motor development. This course includes a service learning component in addition to a weekly seminar.  
Prerequisite: EX 250

**EX 358 Exercise and Aging**  
3 CR  
Examines changes occurring in anatomical and physiological systems as adults mature, their effects on performance, and explores the theory and practice of selecting age-appropriate fitness-promoting activities and function enhancing activities. This course includes a service learning component including two weekly lecture sessions.  
Prerequisites: EX 250, EX 260

**EX 361 Functional Gait analysis**  
3 CR  
This course is designed to provide a comprehensive investigation of normal and pathological human locomotion patterns from a biomechanical perspective. Upon completion of this course the student will be proficient in (1) practical gait analysis techniques, (2) analysis of gait patterns, (3) etiology of pathological gait, and (4) the efficacy of certain surgical, orthopedic or foot wear treatments.  
Prerequisites: EX 260

**EX 362 Exercise Testing and Prescription with Lab**  
4 CR  
Reviews the scientific basis and practical concerns related to the assessment of health related physical fitness and the development of safe, effective and comprehensive physical fitness programs. Emphasis is on both proper exercise technique/instruction and the creation of programs utilizing physiological and biomechanical principles and numerous modalities. This course addresses content within the American College of Sports medicine (ACSM) Health Fitness Specialist (HFS) certification examination.  
Prerequisites: EX 250

**EX 363 Developing Strength and Conditioning Programs with Lab**  
4 CR  
Reviews the scientific basis and practical concerns related to the development of safe, effective strength, and conditioning programs. Emphasis is on both proper exercise technique/instruction and the creation of programs utilizing numerous systems and modalities. This course also addresses content within the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification examination.  
Prerequisites: EX 250, EX 260

**EX 365 Clinical Exercise Science**  
3 CR  
Explores diagnostic testing, exercise prescription, and lifestyle modification in
health and chronic disease rehabilitation. Primary and secondary prevention and treatment of heart, lung, immune, and metabolic diseases are also addressed.
Prerequisites: EX 250

**EX 366 Clinical Rotation**

2 CR
Off-campus clinical rotation surveys the scope of practice that characterizes exercise science. Specifically students visit cardiopulmonary rehabilitation centers, corporate fitness centers, strength and conditioning facilities, and health and wellness programs for special populations including children and geriatric patient/clients.
Prerequisite: CPR/AED, proof of up-to-date vaccinations (PPD, measles, mumps, rubella, varicella, Hep B), EX 250

**EX 390 Planning & Evaluation for Physical Activity and Nutrition Programs**

3 CR
Skills and competencies required for promoting active living and healthy eating in communities will be examined. Specifically, students will examine health promotion program planning, program evaluation, cultural competency, health advocacy, and health communication. Successful active living and healthy eating programs will be drawn upon as examples.
Prerequisites: EX 290

**EX 399 Seminar in Exercise Science**

1 CR
In-depth exploration of a specific, applied exercise science topic.
Prerequisite: EX 250, EX 260 (Pre- or Corequisite)
GLOBAL STUDIES WITH A CONCENTRATION IN GLOBAL HEALTH

LESLEY DENARDIS, PH.D., PROGRAM DIRECTOR, ASSOCIATE PROFESSOR (COLLEGE OF ARTS AND SCIENCES)
Phone: 203-371-7834
Fax: 203-365-7587
Email: denardisl@sacredheart.edu

CHRISTINA GUNTHER, MA, DIRECTOR OF GLOBAL HEALTH PROGRAMS (COLLEGE OF HEALTH PROFESSIONS)
Phone: 203-371-7948
Email: guntherc@sacredheart.edu

Overview/Rationale

Globalization has brought about rapid change as citizens, governments, and markets worldwide have become increasingly interdependent. Today’s health professions graduates will need the knowledge, skills and abilities to thrive in a competitive, globalized healthcare setting.

The minor in Global Studies with a concentration in Global Health responds to the demands of the 21st century by equipping students with competencies through a broad based and multidisciplinary program designed to prepare them for global engagement and global health incidents. It is designed for students who have strong international interests and wish to pursue those interests in a program of study. The minor is administered jointly through the Global Studies Department in the College of Arts & Sciences and the Office of Global Health Programs in The College of Health Professions.

Degree Requirements

A total of 18 credit hours of global studies coursework are necessary for completion of the minor, including a mandatory course in World Geography and Introduction to Global Studies. Six credit hours are required in international systems – Global Health Systems and Culture and Global Health. The remaining six credits may be taken as electives.

Course Requirements

REQUIRED/CORE COURSES (6 CREDITS)

- GS 101 Introduction to Global Studies
- GS 150 World Geography

INTERNATIONAL SYSTEMS (6 CREDITS)

- GS 270 Global Health Systems
- GS 275 Culture and Global Health

ELECTIVE COURSES (6 CREDITS)

Latin American Studies

- ENG 344 World Literature
- HI 207 Survey of Latin American History to 1826
- HI 208 Survey of Latin American History since 1826
- HI 311 Discovery and Conquest 1492-1598
- HI 212 20th Century Latin America
- PO 315 Latin American Politics
- SP 281 Hispanic Civilization and Culture: Latin America
- SP 283 The Hispanic Caribbean

European Studies

- AN 204 Introduction to Irish Archeology
- AN 299 Special Topics: The Ethnology of Ireland
- AN 299 Special Topics: Life Histories and Culture of Dingle
- ENG 299 Special Topics The Roots of Irish Literature: Myths, Sagas and Folktales
ENG 299  Special Topics Modern Irish Literature
ENG 324  The Romantic Period in British Literature
ENG 325  The Victorian Period in British Literature
ENG 327  Twentieth Century British Literature
FR 203  Advanced Conversation and Contemporary Issues
FR 251  Early French Writers
FR 252  French and Francophone Writers Then and Now
FR 281  French Civilization and Culture
FR 282  Business French
FR 353-359  Special Topics in French/ Francophone Film
FR 371  Literary Travelers, Exiles and Expatriates
FR 372  Women Writers
IT 203  Advanced Conversation and Contemporary Issues
IT 251  Early Italian Writers
IT 252  Italian Writers Then and Now
IT 283  Franco-Italian Connections
IT 290  The Italian Short Story
IT 371  Literary Travelers, Exiles and Expatriates
IT 372  Women Writers
IT 380  Dante and the Italian Literary Tradition
HI 314  French Revolution and Napoleon
HI 216  Princes to Peasants
HI 218  Modern France
HI 255  Celtic and Irish History
HI 257  History and Memory in Modern Ireland
HI 287  The Holocaust
IT 280  Italian Civilization and Culture
IT 353-359  Special Topics in Italian Film
IT 363-369  Special Topics in Italian Culture
IT 373-379  Special Topics in Italian Literature
PH 307  Philosophy of Lived-Experience
PH 312  Philosophy of Marx
PH 313  Contemporary Continental Philosophy
PO 300  Foundations in Political Thought
PO 309  British Politics
PO 310  Irish Politics
PO 313  Politics of European Integration
PO 318  Contemporary European Politics
SP 280  Hispanic Culture and Civilization
TRS 333  Women in Celtic Christianity
TRS 336  Theology and Native Irish Spirituality
TRS 364  Religion of Contemporary Ireland

Asian Area Studies
HI 281  Introduction to the Civilization of East Asia
HI 283  History of Modern China to 1920
HI 285  China in Revolution
PO 316  South Asian Politics
PH 229  Eastern Philosophy
PH 330  East/West Comparative Philosophy
Course Descriptions

GS 101 Introduction to Global Studies
3 CR
The course is designed to introduce students to the field of global studies by promoting an understanding of the interconnectedness and interdependence of global processes. Global studies imparts an appreciation for the complexity of world societies and broadens our understanding of challenges through an interdisciplinary approach to 21st century problems. The course approach is interdisciplinary with special attention given to political, economic, social historical and cultural patterns that mark globalization processes. Specific topics to be explored are the environment, migration, human rights, peace, conflict, global trade and economic linkages.

GS 150 World Geography
3 CR
Survey the wide spectrum of topics that comprise modern physical and cultural geography. Topics include earth/sun relationships, atmosphere, landforms, hydrology, biosphere and energy flow. Also, population, culture, religion, politics, economics, agriculture and industrial/urbanization. Overview concepts include mapping, regions and environmental issues.

GS 270 Global Health Systems
3 CR
This course allows students to examine social, economic, and political determinants of health care systems and the evolution of various systems around the world over the last few decades. Students will compare theories of health policy and priorities, models of government intervention in providing health care and insurance, financing, planning, education and training. Students will review the major determinants of health status; international development and social change around the world and reflect on how it applies and is practiced in the U.S. health care system and society. The roles of different types of international health organizations will be defined and examined, including financing institutions, implementing institutions, research entities, technical support entities, coordinating bodies, and private and non-governmental voluntary organizations.

GS 275 Culture and Global Health
3 CR
This course will introduce the concept of cultural perceptions about health and disease in diverse communities worldwide, and how to develop cultural awareness and humility in healthcare contexts. We will explore how culture may impact health beliefs, health status, and access to health services. We will also consider the ideas of health and social justice and health as a human right in developing, middle income, and developed nations. Relevant sociocultural theories will also be addressed.
HEALTH SCIENCE

The Health Science major leading to a Bachelor of Science in Health Science (BSHS) builds on the University core curriculum to allow students to pursue individual interests through a constellation of health science and designated track electives that address contemporary issues and topics in health care. Students will be offered opportunities to develop themselves as holistic health care practitioners and pre-professionals, which includes their spiritual, ethical, affective, and intellectual development. The Health Science curriculum will provide exposure to contemporary health care policy and practices, health delivery organizations, health disciplines and roles, cultural competence, health care finance, legal and ethical issues in health care, health information technology, disparities in health care, professional interactions, and leadership.

The Health Science major consists of two distinct tracks: the Health Science Leadership Track and the Health Science Pre-Professional Track. The Health Science Pre-Professional Track prepares students for continuation into graduate health science education programs. Health Science Pre-Professional Track graduates will be well equipped to pursue graduate study in the health profession education program of their choice; including occupational therapy, speech-language pathology, physical therapy, medicine or dentistry, pharmacology, nutrition, and others.

The Health Science Leadership Track is for health professionals holding an Associate’s degree in a health profession or two year’s work experience in a health care environment who are interested in obtaining a bachelor’s degree, developing leadership skills specific to health care environments, and advancing their careers. Graduates of the Health Science Leadership Track will be well poised to assume roles as department heads, hospital or clinic administrators, and/ or supervisors of department personnel.

Requirements

The Health Science major consists of 18 credits of required major core courses and 30 credits of electives.

Pre-Professional Track majors must take 18 credits of required major core courses, 12 credits of Health Science designated courses, and 18 credits as approved by Health Science advisor and as appropriate to pre-professional interests. Health Science Pre-Professional Track students will need to take Arts and Science courses in other disciplines including, biology, chemistry, sociology, psychology, and religious studies to meet graduate program prerequisite requirements. Prerequisite course and GPA requirements vary greatly for the various graduate professional programs; therefore, students are strongly advised to discuss plans of study with the Health Science academic advisor to prepare for the specific program of interest. Pre Professional Track students are required to maintain a 3.0 cumulative GPA to remain in the major with no individual HS major core or elective course grade below a C.

Health Science Leadership Track majors must take 18 credits of HS required major core courses and 30 credits electives. Some of the 30 major elective credits may include professional courses transferred into the University from the health science associate’s degree program. The remaining credits of electives will be drawn from HS designated electives and/or Arts and Science courses as approved by the HS advisor.

Faculty

STEPHEN BURROWS, DPM, MBA, CPHIMS, FHIMSS, CPHIT
Chair, Health Science and Leadership Program Director, Health Science

CLOTILDE DUDLEY SMITH, ED.D., MPA, RDH
Assistant Professor

RAJA STAGGERS-HAKIM, PH.D. MPH
Assistant Professor
3 + 2 Health Science/ Occupational Therapy Option

Sacred Heart University offers qualified University undergraduates the opportunity to complete an undergraduate degree in Health Science and a graduated degree in Occupational Therapy in 5 years. Students choosing the 3 + 2 option must work carefully with their undergraduate advisor to follow a specific sequence of study. All summer courses must be taken at Sacred Heart University. A specific plan of study can be found on our website.

Required Health Science Major Core Courses (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 302</td>
<td>Health Care Administration Practice</td>
</tr>
<tr>
<td>HS 350</td>
<td>Health Care Policy, Politics, and Advocacy</td>
</tr>
<tr>
<td>HS 351</td>
<td>Legal and Ethical Aspects of Health Care</td>
</tr>
<tr>
<td>HS 353</td>
<td>Diversity and Disparities in Health Care</td>
</tr>
<tr>
<td>HS 354</td>
<td>Improving Health Care Quality and Safety</td>
</tr>
<tr>
<td>HS 355</td>
<td>Health Research Capstone</td>
</tr>
</tbody>
</table>

Health Science Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 301</td>
<td>Spirituality in Health Care</td>
</tr>
<tr>
<td>HS 303</td>
<td>Health Education and Promotion for Healthy Lifestyles</td>
</tr>
<tr>
<td>HS 304</td>
<td>Community and Public Health</td>
</tr>
<tr>
<td>HS 306</td>
<td>Health Management Information Systems</td>
</tr>
<tr>
<td>HS 307</td>
<td>Alternative Healing Modalities</td>
</tr>
<tr>
<td>HS 309</td>
<td>Professional Interactions in Health Care Settings (for junior and senior standing students)</td>
</tr>
<tr>
<td>HS 310</td>
<td>Human Growth and Development</td>
</tr>
</tbody>
</table>

HS 352 Health Care Leadership

Pre-Professional Track: 30 major elective credits; 12 Health Science designated electives plus 18 credits as approved by Health Science advisor.

Pre-professional track credits may be taken from Health Science electives and/or approved Arts and Science courses as determined by pre professional interests.

Leadership Track: 30 credits electives as approved by Health Science advisor.

Leadership track courses may be taken from Health Science electives, and or Arts and Science as approved by the Health Science advisor, and or professional courses transferred from health profession associates degree program.

Transfer of Credits

A maximum of sixty-six (66) credits may be applied to a baccalaureate degree from a two-year college and a maximum of ninety (90) credits may be applied from a four-year college or university. Sacred Heart University accepts a maximum of 15 credits as “free electives” for transfer and a maximum of 50% of the major’s course credits for transfer. For the Health Science major, graduates of an associate’s degree health science program can transfer a maximum of 24 professional course credits toward the Health Science major, plus 15 free elective course credits, plus credits that meet transfer criteria for University core course requirements up to a maximum of 66 credits. Remedial courses, courses where the student earned a grade of C- or lower, and professional level internships are not accepted for transfer credit.

Minor in Health Science

DESCRIPTION

The Health Science minor is sequenced to help students explore critical issues related to the health care environment including;
health care policy, advocacy, administrative practices, and legal and ethical issues. The Health Science minor will provide exposure to contemporary health policy, issues, practices, including the organization of health delivery, health disciplines and roles, cultural competence and health disparities among others. Depending upon selected electives, the Health Science minor will facilitate development of skills in leadership, health care information systems, and supervision and management in health care environments. Students must have sophomore status or above to declare the Health Science minor. The minor in Health Science consists of 18 credits including 9 credits of required Health Science designated courses; HS 302 Health Care Administrations and Practice, HS 351 Legal and Ethical Aspects of Health Care, and HS 350 Health Care Policy, Politics and Advocacy, and, 9 credits of Health Science designated electives and/or electives from the approved list in any combination. (These electives are listed below).

**CURRICULUM**

**Required Courses**

- HS 302 Health Care Administrations and Practice
- HS 351 Legal and Ethical Aspects of Health Care
- HS 350 Health Care Policy, Politics and Advocacy

**Electives**

Choose three:

- HS 353 Diversity and Disparities in Health Care (3 CR)
  
  - or -
  
  NU 210 Health & Wellness & Cultural Diversity (2 CR)

- SO 239 Diversity and Oppression in Contemporary Society (3 CR),
  
  - or -
  
  BU/IB 203 Intercultural Management (3 CR)

- HS 301 Spirituality in Health Care
- HS 303 Health Education and Promotion of Healthful Lifestyles (3 CR)
- HS 304 Community and Public Health
- NU 381 Public Health Nursing (5 CR) (Nursing Majors only)
  
  - or -
  
  NU 375 Populations and Public Health Nursing (3 CR) (Nursing majors only)

- HS 306 Health Management Information Systems (3 CR)
- HS 307 Alternative Healing Modalities (3 CR)
  
  - or -
  
  PS 295 Health Psychology (3 CR)

- HS 309 Professional Interactions in Health Care (3 CR)
- HS 310 Human Growth and Development (3 CR)
- HS 352 Health Care Leadership (3 CR)
  
  - or -
  
  BU 201 Organizational Management (3 CR)

**Health Science Course Descriptions**

**HS 302 Health Care Administration Practice**

3 CR

This course will examine selected administration practices to prepare students for management roles including budget and finance, supervision and management of personnel, unions, strategic planning, departmental organization, goals, and plans of operation. Individual leadership styles and other assessment tools along with case studies of common challenges in health care environments will be presented. Considerations of differences between for-
profit and not-for-profit organizations will be discussed.

**HS 350 Health Care Policy, Politics, and Advocacy**  
3 CR  
Virtually all health services and careers are influenced by health care policy at the local, regional, national, and even international levels. The implications of health policy principles and decisions will be explored along with the resulting impact on financing of health care services. Consideration to current policy and finance priorities in health care will be used to structure the examination and debate along with application of ethical principles and advocacy toward influencing health care policy.

**HS 351 Legal and Ethical Aspects of Health Care**  
3 CR  
The planning and delivery of health care is strongly affected by legal issues and ethical aspects of professional roles and care delivery in various settings. Basic legal and ethical principles will be presented and applied to selected scenarios to illustrate the role that the law and ethics have on health care practice. The regulation of health care at national and state levels will also be reviewed.

**HS 353 Diversity and Disparities in Health Care**  
3 CR  
The rapidly changing demographics of the country and the world call for increased attention to disparities relative to health status, including issues around diversity, socioeconomic status, geography, and access. The effects of facility utilization and uncompensated care has on access will be discussed. This course will provide a framework for exploring diversity and disparities with emphasis on culturally competent care and mediation of differences in health outcomes among diverse populations with regards to accessing quality health care.

**HS 354 Improving Health Care Quality and Safety**  
3 CR  
Health care organizations are committed to improving the quality and safety of services both to achieve their missions and to comply with various regulatory requirements. This course will review the major sources of quality and safety standards, present some of the major approaches to improving quality and safety, and discuss the role of all health care workers in creating a culture of safety. Leadership implications of the quality and safety of the environment, movement, and handling will be explored.  
Prerequisite: HS 351

**HS 355 Health Research Capstone**  
3 CR  
The Health Research Capstone course will provide an overview of health research principles and the role of research in the delivery of health care, showing connections to the other BS HS major core courses on leadership and management, diversity, improving quality and safety, and legal/ethical principles and issues. Specifically, the Capstone process will emphasize finding the best available current research and applying evidence-based practices to selected scenarios. The capstone experience will involve selection of an approved topic from the major core courses and design of a project to enhance knowledge and skills in that area.

**Health Science Designated Elective Courses**

**HS 301/HS 501 Spirituality in Health Care**  
3 CR  
Explores the spiritual dimension of health care and the incorporation of spirituality into
the caring relationship. The intersection of religion, spiritual practices, culture, diversity, life stages and health issues are examined. Other topics include the identification of one’s personal spirituality, discussion of the ethical provision of spiritual care by the health care professional, importance of the consideration of spiritual care needs by the health care team, and the difference in the roles of the health care professional and pastoral care professional. Prerequisite: Sophomore standing.

**HS 303 Health Education and Promotion for Healthy Lifestyles**  
3 CR  
Health education and promotion activities are increasingly supported by evidence showing positive impacts on various health indicators. Using nationally published population health goals as a framework, this course will use frequently occurring health conditions to explore health education models and health promotion interventions. Attention will also be given to measuring health and the impact of lifestyle choices on health care needs and costs within the context of ethical principles.

**HS 304 Community and Public Health**  
3 CR  
This course focuses on the family and community as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to families and the community are identified. Effectiveness of family-centered practice is explored in relation to the problems, priorities, attitudes, culture and resources of the family and community.

**HS 306 Health Management Information Systems**  
3 CR  
This course introduces the current status of information systems and technology in the healthcare industry. We will examine the clinical and administrative applications that are fundamental to the industry. Information systems topics such as process flow, systems analysis, database management, hardware and software will also be discussed and examined in the context of the industry. Students will also explore emerging technologies and how they relate to the healthcare industry.

**HS 307 Alternative Healing Modalities**  
3 CR  
This course examines holistic forms of health care that can add to the effectiveness of traditional allopathic care, including energy systems, art, imagery, meditation, and hands-on healing approaches. Integrative medicine is the term to describe the interdisciplinary approach to client care, which borrows from Eastern and Western medical traditions. Assignments will include first-hand experiences of techniques for subjective and objective assessment.

**HS 309 Professional Interactions in Health Care Settings**  
3 CR  
This course will present a model for interacting with people seeking health care services and health care personnel with consideration of roles, expectations, communication, and mutual goal setting. Commonly used assessment skills such as general interviews/talking with clients, conflict resolution, and communication skills will be included as will more advanced professional interaction skills of conflict resolution, negotiation, and mediation. Prerequisite: junior or senior standing

**HS 310 Human Growth and Development across the Lifespan**  
3 CR  
This course covers the psychological, biological, cognitive, social and emotional changes that occur throughout the human lifespan. It includes pre-natal stages through death and dying. Students will be introduced to both classic and new and
emerging theories of development as they gain an understanding of the dynamic interrelatedness and relationship between biology and environment in human growth and development.

**HS 352 Health Care Leadership**

3 CR

This survey course will review leadership theories practices commonly applied in health care environments. The course will emphasize leading diverse organizations, collaborating with colleagues on creating and communicating a vision for the organization, and ethical leadership. Analyzing organizational frames and leading change to adapt to emerging health care environments will be explored.
PRE-OCCUPATIONAL THERAPY

Pre-Occupational Therapy preparation is a three or four-year course of study leading to the baccalaureate degree and the completion of required Occupational Therapy Program prerequisite courses, followed by two years of graduate study in Occupational Therapy. Pre-Occupational Therapy in itself is not an undergraduate major at Sacred Heart University. Graduate study in Occupational Therapy requires two calendar years, including summers, of graduate level coursework and supervised clinical fieldwork education beyond the baccalaureate degree. Students may complete their undergraduate degree in a discipline of their choice; however, the Health Science major leading to the Bachelor of Science in Health Science (BSHS) is preferred as it offers students a solid foundation in aspects specific to health care. Pre Occupational Therapy preparation can be accomplished in any undergraduate major but the 3 + 2 plan can only be completed in the Health Science major. The Health Science major must be declared by the end of the freshman year and requires summer and winter intersession courses to complete the baccalaureate degree in three years. (See Health Science for specific plans of study). Students must successfully complete all required prerequisites by the end of the summer prior to enrollment. A 3.2 cumulative and 3.2 prerequisite GPA, with no prerequisite grade below a C, and only one prerequisite course may be retaken only one time. All of the following prerequisite courses must be completed with grades entered with the University Registrar by the June 30th application deadline to determine admission status and eligibility for enrollment in the Program: Psychology, Statistics, Biology with lab; Human Anatomy & Physiology I with lab; and Human Anatomy & Physiology II with lab. For details regarding the Graduate Occupational Therapy program, program accreditation, admission, and application information, see Sacred Heart University’s Graduate Catalog or contact the Office of Graduate Admissions.

Faculty

JODY BORTONE, ED.D., OT/L
Chair and Director of Graduate Occupational Therapy Program and Clinical Associate Professor

LENORE FROST, PH.D., CHT, FAOTA, OTR/L
Clinical Assistant Professor

LOLA HALPERIN, MA, OTR/L
Clinical Assistant Professor

MARY-ELLEN JOHNSON, OTD., OTR/L
Clinical Assistant Professor

SHARON M. MCCLOSKEY MBA, OTR/L, DIPCOT
Clinical Assistant Professor

HEATHER MILLER-KUHANECK, PH.D., FAOTA, OTR/L
Clinical Assistant Professor

SHEELAGH SCHLEGEL, MPH, OT/L
Academic Fieldwork Coordinator

Freshman Admission Decision

A freshman admission decision application option is available to outstanding incoming Sacred Heart University freshmen. Freshman admission requirements include:

- Successful completion of four years of high school science
- High school GPA of 3.2 or higher in academic courses (Math, Science, History, English, Modern Foreign Language)
- SAT scores of 1050 or higher (SAT required)

Sacred Heart University students accepted to the Occupational Therapy Program as freshmen must meet the following Occupational Therapy Graduate Program criteria as a condition for keeping their seat and enrolling in the Graduate Occupational
Therapy Program. Students admitted into the program as freshmen who do not meet all of the following criteria at the time of application will forfeit their seat and admission status in the Occupational Therapy Program, and, will be ineligible for continued enrollment in the Graduate Occupational Therapy Program.

Prior to enrollment:

- Successful completion of the baccalaureate degree in an undergraduate major
- Successful completion of all prerequisite course requirements with no individual perquisite course grade below a C, with a 3.2 prerequisite and 3.2 cumulative GPA. Only one prerequisite can be retaken only one time. Required prerequisites are: *Statistics, Biology with laboratory; *Human Anatomy and Physiology I with laboratory, *Human Anatomy and Physiology II with laboratory; Psychology; Abnormal Psychology, Life Span Development - with content covering the entire life span, and Sociology or Anthropology (*must have been taken within the most recent five years). 
- At the time of application:
- Successful completion of the following prerequisites: Biology with lab, Human Anatomy and Physiology I and II with labs, Statistics and Psychology.
- Completion of the online graduate application with all official transcripts for all undergraduate work submitted by June 30th following the junior year for 4 + 2 students, and following the sophomore year for 3 + 2 students.

All Sacred Heart University students must submit graduate record examination (GRE) with the application. GRE Analytical Writing scores of 3.5 or above are required, combined Verbal and Quantitative Reasoning scores of 300 or above are desired.

Early or Regular Admission Application

External students and Sacred Heart University undergraduates who were not directly admitted into the Occupational Therapy Program as freshmen may apply competitively for early or regular decision. Applicants must meet all of the admission standards and application deadlines (see Sacred Heart University’s Graduate Catalog for admission standards and application deadlines).

Program Accreditation

The Occupational Therapy Program is fully accredited through 2016-2017 under the “Standards for an Accredited Educational Program for the Occupational Therapist-2006” by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The faculty have refined the curriculum to meet the revised, 2011 ACOTE Standards that went into effect July 31, 2013. For information about accreditation, contact ACOTE c/o American Occupational Therapy Association, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. Tel: 301-652-6611, www.acoteonline.org or www.aota.org

Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Note: A criminal or felony background or conviction may affect a graduate’s ability to sit for the NBCOT certification examination and/or attain state licensure. The graduate occupational therapy program requires
the successful completion of all required coursework and Level I and Level II clinical fieldwork. Both Level I and Level II Fieldwork experiences must be successfully completed within 24 months of completion of coursework. The majority of clinical sites require students to complete a criminal background check (CBC), fingerprinting, and/or drug screening prior to participating in clinical education placements. Students with criminal convictions or backgrounds may not be able to obtain required clinical education experience(s), thus failing to meet the academic requirements of the Occupational Therapy Program. It is therefore the Occupational Therapy Program’s policy that prior to enrolling in the professional graduate phase of the Program, all admitted students must consent, submit to, and satisfactorily complete a criminal background check (CBC) within six (6) weeks of registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the Program Director or Academic Fieldwork Coordinator. All expenses associated with the CBC, and/or fingerprinting, and/or drug screening are the responsibility of the applicant/student. Students, who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check will be subject to disciplinary action up to, and including, refusal of matriculation or dismissal from the program. Please refer to the Occupational Therapy Program’s website for the CBC policy and procedures.

Students are admitted to the program on a competitive basis. Admission is based on successful completion of admission requirements, including completion of a baccalaureate degree in a field other than occupational therapy, and completion of all prerequisite courses by the end of the summer semester prior to enrollment.

If students require the summer prior to enrollment to complete prerequisites or the baccalaureate degree, any acceptance for admission into the program will be provisional to successful completion of the baccalaureate degree, all prerequisite coursework, maintenance of GPA and GRE requirements, and group interview and PBL experience with the Occupational Therapy Admissions Committee. See the Sacred Heart University Graduate Catalog or contact the Office of Graduate Admissions for admission criteria, application procedures, and program information.
PRE-PHYSICAL THERAPY

Pre-Physical Therapy preparation is a three- or four-year course of study leading to graduate study in Physical Therapy at Sacred Heart University. Pre-Physical Therapy preparation can be done using any undergraduate major, but can only be accomplished in three years if a major in Biology, Exercise Science, or Psychology is selected. Students should declare their undergraduate major no later than the end of the freshman year. Regardless of undergraduate major, students must successfully complete the physical therapy prerequisite coursework described below. Only grades of C or better will be considered as prerequisites.

The professional phase of the graduate Physical Therapy is an additional three years. Application to the professional phase occurs at the end of the Pre-Physical Therapy preparation and the undergraduate major. For details, see the graduate admissions process. Admission to the professional phase is on a competitive basis.

Faculty

YVETTE BLANCHARD, PT, SCD, PCS
Professor

DONNA M. BOWERS, PT, DPT, MPH, PCS
Clinical Associate Professor

DAVID A. CAMERON, PT, PHD, OCS, ATC
Clinical Associate Professor

KEVIN K. CHUI, PT, DPT, PHD, GCS, OCS, FAAOMPT
Associate Professor and Chair

MICHAEL J. EMERY, PT, ED.D., FAPTA
Professor Emeritus

BEVERLY D. FEIN, PT, DPT, EDD
Associate Professor

MICHAEL FORTIN, PT, DPT, OCS
Clinical Instructor

JASON GRIMES, PT, MPT, OCS, ATC
Clinical Assistant Professor

JANINE HATCH, PT, DPT, MS, GCS
Clinical Instructor

MICHELLE M. LUSARDI, PT, DPT, PHD
Professor Emeritus

WENDY ROMNEY, PT, DPT, NCS
Clinical Assistant Professor

KRISTIN SCHWEIZER, PT, MS
Clinical Assistant Professor

ALICIA L. SPIRO, PT, MS, NCS, NDT, LSVT
Clinical Instructor

FRANK TUDINI, PT, DSCPT, OCS, COMT, FAAOMPT
Clinical Assistant Professor

VICTOR VAUGHAN, PT, DPT, MS, OCS, ATC
Clinical Instructor

SHEILA THOMAS WATTS, PT, DPT, MBA, MS, GCS
Clinical Instructor

MICHELLE WORMLEY, PT, MPT, PHD, CLT
Assistant Professor

EMMANUEL YUNG, PT, DPT, MA, OCS, FAAOMPT
Clinical Assistant Professor

Requirements

The Pre-Physical Therapy preparation provides the necessary prerequisites for the Doctor of Physical Therapy program. Students also complete required undergraduate coursework for their selected major, and required and elective core courses required by the University for a Bachelor of Science or Bachelor of Arts degree.
REQUIRED PHYSICAL THERAPY
PREREQUISITE COURSES

BI 111/BI 112  Concepts in Biology I & II
BI 113/BI 114  Concepts in Biology Laboratory I & II
BI 131/BI 132  Human Anatomy & Physiology I & II
BI 133/BI 134  Human Anatomy & Physiology Laboratory I & II
CH 151/CH 152  General Chemistry I & II
CH 153/CH 154  General Chemistry Laboratory I & II
MA 131  Statistics for Decision Making
MA 140  Precalculus
PY 111/PY 112  General Physics I & II
PY 113/PY 114  General Physics Laboratory I & II
Psychology  General Psychology and one additional elective
PRE-SPEECH-LANGUAGE PATHOLOGY

Speech-Language Pathology (SLP) is not an undergraduate major at SHU. Rather, the program is a Pre-Professional Minor concentration that must be taken in conjunction with another major, such as Health Science or Psychology, at SHU. Students who wish to practice as Speech-Language Pathologists will need to complete these undergraduate prerequisites, and then apply to and complete a Master’s degree program in SLP at SHU, or elsewhere. Graduate study in SLP requires two calendar years, including 1-2 summers of graduate level coursework and 400 hours of supervised clinical practicum.

Students who minor in Speech-Language Pathology may complete their undergraduate degree at SHU in a major discipline of their choice; the Health Science major leading to the Bachelor of Science in Health Science is preferred, as it offers students a solid foundation in information specific to health care practice. Other suggested majors could include English, Foreign Language & Culture, or Psychology. Majors must be declared by the end of the freshman year and may require summer or intersession courses to complete the major requirements as well as all the prerequisite SLP courses. The minor must be declared by the first semester of sophomore year. Regardless of the undergraduate major, students must successfully complete all required prerequisites by the end of the summer prior to enrollment in a graduate program. A 3.0 cumulative and 3.3 prerequisite GPA with no individual prerequisite course grade below a C are required for admission to SHU’s graduate program in SLP.

Faculty

RHEA PAUL, PH.D., CCC-SLP
Prof., Chair and Founding Director

ROBIN DANZAK, PH.D.
Assistant Professor

JILL DOUGLASS, PH.D., CCC-SLP
Assistant Professor

CAROLYN FALCONER-HORNE, MS, ABD, CCC-SLP
Assistant Professor

Program Accreditation

The Speech-Language Pathology Pre-Professional Program at SHU is designed to meet all requirements of the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and to prepare students for graduate study in communication disorders. The SHU Master’s program in Speech-Language Pathology has been licensed by the State of Connecticut Department of Higher Education and has been awarded Candidacy, the first stage of Accreditation awarded by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech, Language and Hearing Association (ASHA). This status is awarded to new programs that demonstrate compliance with the Standards for Accreditation as outlined in CAA’s Standards Compliance Continuum, for an initial period of five years. It allows the program to matriculate and graduate students who, upon successful completion of the program, will meet all requirements for national certification and state licensure as Speech-Language Pathologists. Program approval for CT teacher endorsement is in process.
Requirements

Pre-Professional Speech-Language Pathology preparation includes the necessary prerequisite courses for graduate work in Speech-Language Pathology or Audiology. Undergraduates must also complete coursework for their selected major, Sacred Heart University required foundational, elective, and common core courses for a Bachelor of Science or Bachelor of Arts degree. Course work in Education and Psychology, in preparation for teacher endorsement, is also strongly recommended. Twenty-five hours of observation of Speech-Language Pathology practice is required and is included in pre-professional course work.

PREREQUISITE COURSE REQUIREMENTS

To complete the pre-professional program in speech-language pathology, students must take the following prerequisite courses in addition to fulfilling requirements for their major field of study and earning a Bachelor of Science or Bachelor of Arts degree (only grades of C or better meet prerequisite requirements):

Basic Science Requirements:

- Biological Sciences 3 CR
  (for example, BI 111 or BI 030)
- Physical Sciences 3 CR
  (for example, PY 103 or CH 030)
- Statistics 3 CR
  (for example MA 131)
- Social/Behavioral Sciences 6 CR
  (PS 110, PS 252)

Pre-professional Courses:

(Must be taken in conjunction with other SHU Major; e.g., Health Science, English, Foreign Language & Culture, Psychology)

- SLP 200 Introduction to Communication Disorders*
- SLP 210 Phonetics*
- SLP 300 Anatomy and Physiology of Speech and Swallowing*
- SLP 310 Introduction to Audiology and Hearing Science
- SLP 320 Speech Science*
- SLP 330 Development of Language*
- SLP 340 Neurological Bases of Communication and Swallowing
- SLP 350 Introduction to Clinical Methods and Observation*
- ED 152 Education in the US**
- ED 205 Education of Children with Special Needs**

* Required for Minor; the other non-elective courses listed are needed for admission to graduate programs in Communication Disorders (SLP or Audiology).

** Requires Criminal Background Check (See Department for information)

Course Descriptions

SLP 200 Introduction to Communication Disorders

The course provides a general introduction to normal and disordered speech, language, and hearing in children and adults. The course considers normal development of communication behavior, the nature of communication disorders, and reviews the various conditions associated with communication disorders. Ethical standards for the practice of speech-language pathology, contemporary professional issues, and information regarding certification, specialty recognition, licensure and professional credentials in speech-language pathology will be presented. 3 credits; Lecture format.

SLP 210 Phonetics

Students will be introduced to the acoustic and articulatory properties of the
sound systems of human languages. The International Phonetic Alphabet will be presented, and students will learn to record speech in broad phonemic transcription. Variations among general American dialects, as well as notation and practice of narrow phonetic transcription will be introduced. The implications of cultural and linguistic differences on speech production will be discussed. 3 credits; includes both lecture and laboratory experience.

**SLP 300 Anatomy and Physiology of Speech and Swallowing**

Students will become familiar with the anatomical and physiological bases of human communication and swallowing, including the support structures of the respiratory, articulatory phonatory, and swallowing systems, and the identification and function of muscles in these systems. 3 credits; includes both lecture and laboratory experience.

Prerequisite: 3 credits of Biology

**SLP 310 Introduction to Audiology and Hearing Science**

This course presents an introduction to the practice of audiology, to the anatomy, physiology and common pathologies of the auditory system, the impact of hearing loss, types and characteristics of hearing loss, conventional procedures used to assess hearing, interpretation of audiological test findings, and criteria for initiating audiological referrals. Issues of ethics, professional practice, licensing, and credentials for audiology practice will be reviewed. 3 credits; includes both lecture and laboratory experience.

Prerequisite: 3 credits of Biology

**SLP 320 Speech Science**

This course presents an introduction to the physics and psychology of human speech production and perception. It covers basic acoustics, the glottal sound source, resonance and acoustics of the vocal tract, acoustic features of vowels, consonants, and suprasegmentals of speech, as well as the physics and biomechanics of phonation, articulation, and resonance. The instruments, applications, and programs used to assess speech production will be reviewed, with laboratory practice. Principles and models of speech perception will also be discussed. 3 credits; includes both lecture and laboratory experience.

Prerequisites: SLP 210 Phonetics and SLP 300 Anatomy and Physiology of Speech and Swallowing

**SLP 330 The Development of Language**

This course will introduce students to the social, biological, perceptual, and cognitive bases of language. A range of theories of language acquisition will be presented and the impact of nature and nurture on children's development will be discussed. The typical sequence of language acquisition in the areas of phonology, semantics, syntax and pragmatics will be presented. The relations between oral language development and the acquisition of literacy will be emphasized. Dialectical variations in language development and second language learning will be highlighted. 3 credits; Lecture/Discussion format.

Prerequisite: PS 252 Child Development

**SLP 340 Neurological Bases of Communication and Swallowing**

This course describes the development and anatomy and physiology of the neurological system that underlies communication and swallowing and is a prerequisite for further study in medical speech, language and swallowing disorders. 3 credits; includes both lecture and laboratory experience.

Prerequisite: SLP 300: Anatomy and Physiology of Speech and Swallowing

**SLP 350 Clinical Methods and Observation**

This course will orient students to clinical practicum, including the scope of assessment and intervention across the life span. It will include an overview of goal writing, lesson
planning, writing SOAP notes and other clinical documentation, electronic medical record-keeping, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of communication disorders in educational and medical settings will be presented. As part of this course, students will complete a series of intensive observations in various educational and medical settings. 3 credits; Lecture/Discussion/Observation format.

Prerequisite: SLP 200: Introduction to Communication Disorders
College of Nursing

The Baccalaureate of Science in Nursing (BSN) degree is designed to meet a variety of educational needs beginning with the initial preparation necessary to enter the profession of nursing as well as foster professional growth and advancement for returning registered nurses (RNs).

Faculty

ANNE MARIE ADILETTA, MSN, RN, CCRN, PCCN
Clinical Assistant Professor

ANNE M. BARKER, ED.D., RN
Professor

MARLENE BECK, DNP, MSN, BSN
Program Director, SHU MSN Online

BETH BOYD, MSN, BSN, RN
Director, Nursing Simulation & Clinical Laboratories

HOLLY BRADLEY, DNP, ANP-BC, APRN
Assistant Professor

PENNIE SESSLER BRANDEN, PH.D., CNM, MSN, BSN, RN
Clinical Assistant Professor

MICHELLE COLE, DNP, MSN, RN, CPN
Assistant Professor

LINDA COOK, DNP, NNP-BC, APRN
Clinical Assistant Professor

MARYANNE DAVIDSON, DNSC, APRN, CPNP
Associate Professor

SUSAN M. DENISCO, DNP, APRN, FNP-BC, CNE
Professor, Program Director DNP

NANCY DENNERT, APRN, MS, MSN, FNP-BC, CDE, BC-ADM
Clinical Assistant Professor

MICHAEL DION, PH.D., MS, MBA, NEA-BC, RN
Director, SHU Onsite Cohort Programs & Clinical Partnerships

MARY ALICE DONIUS, ED.D., RN
Dean of the College of Nursing

HEATHER FERRILLO, MSN, APRN, FNP-BC, RN
Clinical Assistant Professor

KIMBERLY A. FOITO, MSN, RN, EMT-B
Clinical Assistant Professor

JOANNE GATTI-PETITO, DNP, RN, CNE
Assistant Professor

CONSTANCE GLENN, MSN, APRN, FNP-BC, RN
Clinical Assistant Professor

SUSAN A. GONCALVES, DNP, MS, RN-BC
Assistant Professor

TAMMY M. LAMPLEY, PHD, RN, CNE
Assistant Professor

JOSLIN B. LEASCA, DNP, MSN, FNP-BC
Clinical Assistant Professor

CORRINE LEE, MSN, RN
Clinical Assistant Professor

ANGELA MARTINELLI, PHD, RN, CNOR
Clinical Assistant Professor

KIMBERLY C. MCKINNON, MSN, RN
Laboratory Instructor

KERRY MILNER, DNSC, MSN, RN
Assistant Professor
LINDA MORROW, DNP, MSN, MBA, CNOR, CPHQ
Clinical Assistant Professor and Assistant Director, Patient Care Services Administration

LINDA-JO PALLOTTO-RUSSO, MSN, BS, RN
Clinical Assistant Professor

ANN MARIE SARANICH, MSN, RN-BC
Clinical Assistant Professor

RHONDA TOWER SIDDENS, PHD, MSN, RN, CNE
Clinical Assistant Professor

REBECCA ANN SMART, MPH, MSN, APRN, NNP-BC, FNP-BC
Clinical Assistant Professor

JULIE G. STEWART, DNP, MPH, FNP-BC, APRN, AAHIVS
Associate Professor
Program Director, FNP Program

LINDA L. STRONG, EDD, RN
Associate Professor, Director, RN to BSN and RN to MSN, and Director SHU-ERC

TAMMY TESTUT, PHD, RN
Clinical Assistant Professor

SHERLYN WATSON, PHD, MSN, RN, CEN
Clinical Assistant Professor
Program Director, Undergraduate Degree

EILEEN YOST, MSN, RNC
Clinical Assistant Professor

Major in Nursing
Two tracks are offered in the Nursing major: First Professional Degree program and Nursing Completion program for RNs who wish to achieve a BSN. The BSN programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site www.aacn.nche.edu. In addition, a 6-credit certificate in Home Health Care Management is available online. This certificate meets the current requirements for the position of Home Health Supervisor in Connecticut, for RNs who do not have a bachelor’s degree.

FIRST PROFESSIONAL DEGREE PROGRAM (FPD)
The BS in Nursing program provides a first professional degree for entry into the nursing profession. At the conclusion of four years of study, students are eligible to take the National Certification Licensure Examination (NCLEX) developed by the National Council of State Boards of Nursing (NCSBN) in the United States. Qualified applicants are admitted into the University as pre-Nursing students and are guaranteed a seat as a sophomore Nursing student if they meet or exceed freshman prerequisite coursework and GPA requirements. Students who do not meet criteria will be evaluated for placement based on enrollment capacity. During the following three years, nursing students participate in simulated laboratory learning and clinical experiences at a variety of health related facilities in the area.

Upon successful completion of freshman prerequisite coursework with an overall GPA of 3.0 or higher and grades no lower than C+ in science and math courses, students enter the Nursing major in the fall semester of the sophomore year. The course sequence is outlined in the Plan of Study below. To receive a BS in Nursing, First Professional Degree Program students must successfully complete 122 credit hours, 55 of which are the Nursing major requirements. Students must maintain the overall GPA and course grade requirements and must demonstrate safe and competent practice in all nursing clinical and laboratory settings while adhering to the published professional standards of conduct (see Nursing Student Guide online at Nursing Student Guides - Sacred Heart University).
ADMISSION TO THE NURSING MAJOR

First Professional Degree Program

Policy:

• Incoming freshmen applicants to Sacred Heart University who meet admission criteria established by the Nursing Program will be notified of their acceptance by Undergraduate Admissions.

• Acceptance into nursing is competitive and predominately based on SAT/ACT scores and scholarly achievement during the last three years of high school (particularly in science and advanced placement courses). Ideal candidates for SHU Nursing will have a 3.4 High School GPA, and SAT or ACT equivalent of 1100 or higher on Critical Reasoning and Math scores. Admission essays and evidence of community service and other extracurricular contributions will also be taken into account.

• Students who are accepted will have a space held for them in sophomore nursing courses, provided they meet the criterion below.

• All nursing students planning to start sophomore nursing courses must have completed prerequisite courses and achieved a cumulative GPA of 3.0 or higher and a grade of C+ or higher in required science and math coursework.

• Students who do not complete prerequisite courses and/or do not meet the GPA requirement will not advance to sophomore year nursing coursework. Students are encouraged to contact the Undergraduate Director of Nursing to discuss options.

• Transfer students with excellent qualifications (including strong GPAs and SAT/ACT scores) will be admitted as space allows. Transfer students are encouraged to contact the Admission Office as early as possible for consideration and are expected to meet the criteria described above.

• Students with an adverse criminal background check may be deemed ineligible to sit for the NCLEX and/or obtain a professional license to practice nursing. It is the student’s sole responsibility to discuss this issue directly with the State Board of Nursing where he/she intends to take the NCLEX.

DIFFERENTIAL TUITION

Sacred Heart University has implemented a differential tuition for the First Professional Degree Nursing program. The cost of nursing education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of nursing education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for nursing students starting their sophomore year.

LAB FEES

Clinical laboratory fees are attached to courses that involve laboratory activities, simulation, or practical exams. These fees are used to offset expenses associated with these learning activities.

NURSING ASSESSMENT FEE

A one-time assessment fee is levied in the sophomore year for individualized testing and evaluation that occurs throughout the nursing major courses. Students receive supplemental and remedial study materials in addition to individual feedback on tests and recommendations for improvement. Students who do not meet the program benchmark scores will be required to use remedial study materials to demonstrate competency before progressing to the next course. In addition, senior students will be required to participate in an NCLEX review course towards the end of the final
semester. Questions about these fees and activities should be directed to the Director of Undergraduate Nursing or the Director of the School of Nursing.

**NURSING VERIFICATION/HEALTH REQUIREMENTS DOCUMENTATION FEE**

All clinical educational sites require the University to verify that each student placed in a clinical setting has met the necessary health requirements as designated by the clinical site. The University uses an outside vendor to collect and verify this information. There is a one-time fee associated with this process, which the student will pay directly to the assigned vendor. On or before the Fall Term, sophomore students in the First Professional Degree Program must submit completed and approved Health Documentation to the vendor for verification. A listing of these requirements is available through the vendor or the Clinical Placement Department. All Health documents must be renewed and updated as required during the entire time students are enrolled in the nursing program. Please keep copies of all health documents for your files. Students may not attend clinical or classroom activities without health clearance provided in the correct format. Students who miss clinical due to non-compliance are at risk for not meeting clinical objectives which may result in course failure, probation, and/or recommendation for dismissal from the program. Health care agency placement agreements and patient safety needs require strict compliance with health screening requirements.

**SPECIAL CLINICAL AGENCY REQUESTS/CRIMINAL BACKGROUND CHECKS/DRUG SCREENINGS**

Successful completion of the Nursing program at Sacred Heart University includes satisfactory completion of the clinical education component of the curriculum. A majority of clinical sites now require students to complete a criminal background check and drug screening prior to participating in clinical education placements. Additionally, National certification agencies may deem persons with criminal convictions as ineligible to sit for national certification examinations and state laws may restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. It is therefore the policy of the College of Health Professions and the Nursing Department that all admitted students planning to enroll in the Nursing program must consent, submit to, and satisfactorily complete a criminal background check and drug screenings. These will be completed at the student’s expense. The University and Nursing program have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or clinical placement(s).

**REQUIRED FRESHMAN PREREQUISITE COURSES IN FIRST PROFESSIONAL DEGREE PROGRAM**

- FYXX 125  First Year Seminar or FLO 125  The Art of Thinking
- PS 110  Introduction to Psychology  (Foundational Core)
- BI 126/127  Nursing Human Anatomy/Physiology 1
- MA 105  Math Applications for Health Sciences
- CH 117/119  General, Organic and Biochemistry An Overview
- BI 128/129  Nursing Human Anatomy/Physiology 2

Foundational Core Requirements

**ADDITIONAL COURSES REQUIRED FOR FIRST PROFESSIONAL DEGREE**

- NU 205/205L Foundations of Professional Nursing
- NU 220/220L Pharmacology and Nursing Implications
- BI 161/162  Introduction to Microbiology
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 201</td>
<td>Catholic Intellectual Tradition Seminar</td>
</tr>
<tr>
<td>CIT 202</td>
<td>Catholic Intellectual Tradition Seminar</td>
</tr>
<tr>
<td>NU 210</td>
<td>Health &amp; Wellness &amp; Cultural Diversity</td>
</tr>
<tr>
<td>NU 215/215L</td>
<td>Health Assessment</td>
</tr>
<tr>
<td>PS 252</td>
<td>Child Development Psychology</td>
</tr>
<tr>
<td>NU 300</td>
<td>Psychiatric Mental-Health Nursing</td>
</tr>
<tr>
<td>NU 330</td>
<td>Care of the Childbearing Family</td>
</tr>
<tr>
<td>NU 310</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>NU 340</td>
<td>Introduction to Adult Nursing</td>
</tr>
<tr>
<td>NU 365</td>
<td>Evidence-Based Nursing Practice</td>
</tr>
<tr>
<td>MA 131</td>
<td>Statistics for Decision Making</td>
</tr>
<tr>
<td>SO 110</td>
<td>Sociology</td>
</tr>
<tr>
<td>NU 374</td>
<td>Concepts in Child Health Nursing</td>
</tr>
<tr>
<td>NU 360</td>
<td>Adult Nursing 2</td>
</tr>
<tr>
<td>TRS 340</td>
<td>Bioethics</td>
</tr>
<tr>
<td>PH 258</td>
<td>Medical Ethics</td>
</tr>
<tr>
<td>NU 370</td>
<td>Nursing Leadership</td>
</tr>
<tr>
<td>NU 381</td>
<td>Public Health Nursing</td>
</tr>
<tr>
<td>NU 390</td>
<td>Senior Synthesis Seminar</td>
</tr>
<tr>
<td>NU 395</td>
<td>Transitions into Professional Nursing Practice</td>
</tr>
</tbody>
</table>

Core / Elective

PROGRAM COMPETENCIES

**Liberal Education (Essential I)**

- Integrates knowledge from the biological, behavioral, social and nursing sciences when providing care to patients with complex alterations in health.
- Integrates knowledge of pathophysiology, pharmacology, and nutrition when providing care to patients, families, communities, and populations.

**Leadership (Essential II)**

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Apply leadership concepts, skills, and decision making when coordinating the care of selected clients in a variety of settings.

**Quality Improvement (Essential II)**

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Participate in quality and patient safety initiatives that impact patient care and system issues.

**Safety (Essential II)**

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
- Apply quality improvement processes and safety enhancing technology to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the micro system of care.

**Evidence Based Practice (Essential III)**

- Provide professional nursing care that is grounded in current evidence.
- Discriminate between valid and invalid research for modifying clinical practice along with clinical expertise and patient/family preferences.
• Evaluate and propose changes based on evidence-based practice to structure the work environment to facilitate integration of new evidence into practice.

• Value the concept of evidence-based practice as integral to determining best clinical practice.

Informatics (Essential IV)

• Use computer information management systems and patient care technology to evaluate the safety and effectiveness of patient care.

• Use computer information systems to monitor and coordinate the care of patients with complex alterations in health.

• Integrate the use of technology and information systems to adapt patient care based on an analysis of expected and actual patient outcomes.

Health care policy (Essential V)

• Integrate knowledge of healthcare policy, finance, and regulatory factors that influence health care delivery and nursing practice.

• Finance: Analyze the costs and availability of healthcare options for individuals, families, communities, and select populations.

• Healthcare Policy: Analyze healthcare policies that impact the delivery of healthcare and make recommendations for change based on that analysis.

• Regulatory: Examine the state’s nurse practice act in relation to the scope of practice of registered nurses in that state.

Interprofessional Collaboration/Communication (Essential VI)

• Provide effective patient-centered care as a member of the interprofessional health care team by fostering open communication, mutual respect, and shared decision-making.

• Participate in the development, implementation and evaluation of intra- and interprofessional projects.

• Provide effective patient-centered care as a member of the interprofessional health care team by fostering open communication, mutual respect and shared decision-making.

• Acknowledge own potential to contribute to effective team functioning.

Health Promotion Disease/Injury Prevention (Essential VII)

• Support culturally competent health promotion and disease/injury prevention activities across the lifespan at the individual and population level to improve population health.

• Perform population-based screenings to identify potential health related risks and intervene as appropriate to minimize the risk of disease.

• Collaborate with others to develop a plan of care that takes into account determinants, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.

• Advocate for social justice including a commitment to the health of vulnerable populations and the elimination of health disparities.

Professionalism (Essential VIII)

• Demonstrate the core values of professionalism that support achievement of optimal health and wellness outcomes in patients, families, communities and populations.

• Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

• Act to prevent, recognize, and intervene when unsafe, illegal, or unethical care practices are being carried out by
• Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

**Patient Centered Care (Essential IX)**

• Evaluate the effectiveness of patient-centered care as a member of the interprofessional health care team.

• Develop and evaluate care that reflects spiritual, cultural, ethnic and social preferences, values, and needs of patients, families, communities and populations.

• Respect the centrality of the patient/family as core members of any healthcare team. (QSEN teamwork and collaboration attitudes)

**Clinical Judgment (Essential X)**

• Make individualized patient care-related clinical judgments that are based on knowledge and evidence and developed through the process of clinical reasoning.

• Use evidence and clinical reasoning to support the management of care based on an ongoing evaluation of patient outcomes.

**NURSING LABORATORY**

The nursing laboratories are equipped with sophisticated simulation mannequins and models, exam tables, hospital beds, computers, and a variety of audiovisual material. The laboratories are designed to promote critical thinking and skill proficiency for all major content areas of nursing practice. Under the direction of a full-time nurse, faculty members and nursing lab assistants, students are able to practice and demonstrate skills competency in a simulated clinical setting. In addition to scheduled class times, laboratories are open and staffed for students’ individual practice during specified hours.

**FRESHMAN PREREQUISITE COURSES FOR MATRICULATION TO THE B.S. IN NURSING PROGRAM**

- **Fall Freshman Year:** 13 credits
  - FYXX 125 First Year Seminar
  - or
  - FLO 125 The Art of Thinking
  - PS 110 Introduction to Psychology
  - CH 117 General, Organic and Biochemistry, An Overview
  - CH 119 General, Organic and Biochemistry Laboratory
  - BI 126 Nursing Anatomy and Physiology I
  - BI 127 Nursing Anatomy and Physiology I Laboratory
  - BI 128 Nursing Anatomy and Physiology II
  - BI 129 Nursing Anatomy and Physiology II Laboratory
  - MA 105 Mathematical Applications for Health Sciences
  - HICC 101 The Human Journey: Historical Paths to Civilization
  - or
  - ENCC 102 Literary Expressions of the Human Journey

- **Spring Freshman Year:** 14 credits
  - CH 117/119 can be taken Year 1 Semester 1 or Year 1 Semester 2
  - PS 110 can be taken in Year 1 Semester 1 or Year 1 Semester 2

**ADDITIONAL REQUIRED COURSES FOR THE B.S. IN NURSING**

- **Fall Sophomore Year:** 16 credits
  - NU 205 Foundations of Professional Nursing
  - NU 310 Pathophysiology
  - NU 220 Pharmacology and Nursing Implications
  - NU 215 Health Assessment

- **Spring Sophomore Year:** 17 credits
  - NU 205 Foundations of Professional Nursing
  - NU 310 Pathophysiology
  - NU 220 Pharmacology and Nursing Implications
  - NU 215 Health Assessment
BI 161  Introduction to Microbiology
BI 162  Introduction to Microbiology Laboratory
PH 101  Introduction to Philosophy
SO 110  Sociological Imagination
HICC 101  The Human Journey: Historical Paths to Civilization
or
ENCC 102  Literary Expressions of the Human Journey
CC 103  Social Sciences: The Individual & Society
or
CC 103  Natural Sciences: Scientific Discovery & the Human Community
TRS 101  Introduction to the Study of Religion

Humanities Elective
• BI 161/162 can be taken in Year 2 Semester 3 or Year 2 Semester 4

Fall Junior Year: 14 credits
Spring Junior Year: 17 credits

NU 210  Health & Wellness & Cultural Diversity
NU 300  Psychiatric—Mental Health Nursing
NU 330  Care of the Childbearing Family
NU 340  Introduction to Adult Nursing
NU 365  Evidence-Based Nursing Practice
MA 131  Statistics for Decision Making
PH/RSCC 104  The Human Search for Truth, Justice, & the Common Good
PS 252  Child Development Psychology

Humanities Elective

Fall Senior Year: 16 credits
Spring Senior Year: 15 credits

NU 360  Adult Nursing II
NU 370  Nursing Leadership
NU 374  Concepts in Child Health
NU 381  Public Health Nursing
NU 390  Senior Synthesis Seminar Nursing
NU 395  Transitions into Professional Nursing Practice
TRS 340  Bioethics
or
PH 258  Medical Ethics Free Elective (3 CR)

Course Descriptions for First Professional Degree

NU 205 Foundations of Professional Nursing
3 CR
Foundations of Professional Nursing introduces the student to the profession of nursing. The student builds upon foundational knowledge from the liberal arts, sciences, and humanities; and applies this to the content and process of nursing. The metaparadigm of nursing is presented in conjunction with the University’s mission and organizing framework. Students are introduced to the concepts of health promotion, disease injury/prevention, effective intraprofessional communication, and demonstration of the teaching/learning process as part of patient-centered care. Skills basic to nursing practice, safety, documentation, and regulatory guidelines that influence nursing practices are presented. Laboratory and clinical experiences are coordinated to offer the student practical experience with selected clients in providing basic nursing care in a professional caring manner. Students will demonstrate effective use of available technologies to assess and monitor patient care.
Prerequisite: Acceptance to the Nursing major

NU 210 Health & Wellness & Cultural Diversity
2 CR
This course introduces the student to basic concepts, theories and methods of exploring

316  College of Nursing
the health, wellness and cultural diversity of individuals. Common factors that promote the health and wellness of individuals across the life span are explored. Cultural diversity expands this discussion to include the meaning and impact of culture on health and wellness through the exploration of cultural phenomenon such as perception toward time, communication, social organization and healing traditions. Values clarification related to own culture as a part of the process of developing cultural awareness and competence is discussed. Disparities related to access to care and economic barriers are discussed including vulnerable populations. Current evidence related to the impact of culture on health care systems and treatment by culturally competent practitioners is included.

Prerequisite: NU 205, NU 215 and NU 220

**NU 215 Health Assessment**

3 CR

Health Assessment introduces assessment components including interviewing, history taking, functional assessment, and physical examination of adults and geriatric patients with emphasis on health promotion and disease/injury prevention. This course begins with foundational concepts of professionalism, patient centered care, and safety. Students will build upon learned assessment techniques to begin examining patients using a head to toe approach. Course content focuses on the role of the nurse, inter- and intraprofessional communication, data collection and patient teaching. Emphasis is placed on the assessment phase of the nursing process. Students are expected to develop critical thinking skills to begin identifying problems and deficits in an effort to guide the development of a plan of care. By the end of the semester students will formulate a holistic and comprehensive concept map diagramming actual and potential health issues to illustrate this learning.

Prerequisite: NU 205 and NU 220

**NU 220 Pharmacology and Nursing Implications**

3 CR

This course introduces students to basic concepts of pharmacology used to promote, support, and restore the health status of individuals. Course content will focus on the pharmacodynamics and the pharmacotherapeutics of a broad range of drugs and their biologic, psychosocial and cultural role in health and illness. Critical thinking with the application of the nursing process will be stressed in the assessment of patient responses, discussion of nursing implications of various drug groups, therapeutic interventions, and related evaluations. Throughout the course issues of legal, ethical and professional accountability will be addressed as they pertain to the safe administration of medications. Laboratory practice will focus on the development of medication administration and supporting documentation.

Prerequisite: Acceptance to the Nursing major

**NU 299 Special Topics in Nursing**

3 CR

Designated new or occasional courses that may or may not become part of the department’s permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student’s transcript.

**NU 300 Psychiatric—Mental Health Nursing**

4 CR

This course is designed to introduce students to the basic concepts of psychiatric and mental health nursing. It provides an introduction to the assessment and treatment of patients with mental health challenges (vulnerable populations). Traditional psychotherapeutic and alternative healing methods are addressed. Continuing themes of growth and development across the life span including gerontology, safety,
evidence based practice, therapeutic communications, pharmacotherapeutics, client advocacy, teaching, and patient-centered care are explored. Concepts related to social/ethical/legal considerations in relation to this vulnerable population are applied. Emphasis is placed on professionalism, communication and personal self-awareness and self-growth as well as interprofessional collaboration and communication. Students have the opportunity to carry out the nursing process and develop beginning level clinical skills in individual and group counseling at a variety of mental health agencies and with a diverse group of psychiatric clients.

Prerequisites: NU 215, NU 310, BI 161/162

NU 310 Pathophysiology
3 CR
This course focuses on pathophysiology as it relates to the nursing actions and responsibilities needed to manage and provide care for clients who are experiencing acute or chronic physiologic health conditions. Reduction of risk potential, including complications from existing conditions will also be explored as well as health promotion and disease prevention as it relates to the disease process. References to the aging process and genetics and their impact on pathophysiology will be included. Content builds on prior anatomy and physiology concepts learned in prerequisite coursework.
Prerequisites: NU 205, NU 220
Pre/Corequisites: NU 215, BI 161/162

NU 330 Care of the Childbearing Family
4 CR
Care of the Childbearing Family focuses on the concepts of patient-centered care, safety, genetics, health promotion, and professionalism in the care of women and newborns from conception to birth. Culturally sensitive nursing practice embodies the care of women, newborns, and families ranging from healthy to at-risk health states along the continuum of their growth and development. Evidence-based research is integrated into the plan of care, which extends in to the community. Legal and ethical issues that relate to the care of the family are interwoven. Students demonstrate critical thinking and clinical reasoning skills with emphasis on communication and interprofessional collaboration as part of their clinical experience.
Prerequisite: NU 215, NU 310, BI 161/162

NU 340 Introduction to Adult Nursing
5 CR
Adult Nursing 1 is the first in the two-course sequence of adult nursing. This course explores the roles of the nurse in relation to providing patient-centered care to patients with common medical/surgical health problems. Course content emphasizes health promotion, disease/injury prevention, disease management, and health maintenance. Continuing themes of pharmacotherapeutics, gerontological considerations, safety, evidence-based practice, therapeutic communication, as well as patient education and advocacy, are explored. This course incorporates critical thinking, clinical reasoning, and clinical judgment into classroom and clinical learning experiences. A structured experience in the simulation lab is included to integrate the nursing process with new nursing interventions. Course content will focus on common health problems related to fluid and electrolytes, pulmonary, cardiovascular, urinary, gastrointestinal, and musculoskeletal disorders, problems of metabolism, sensation and perception, circulation and perioperative care. Weekly clinical experiences will be conducted in acute care settings.
Prerequisite: NU 300, NU 310, NU 330

NU 360 Adult Nursing II
6 CR
Adult Nursing 2 is the second in the two-course sequence of adult nursing. This course explores the roles of the nurse in relation to providing patient-centered
NU 370 Nursing Leadership
3 CR
This course focuses on the nursing profession and leadership principles which are integral to the provision of health care for individuals, families, communities, and a global society. Students are given the opportunity to explore complex issues and trends in nursing related to the provision of cost-effective, safe, quality patient care, nursing as a profession, and global health. The development of an understanding and awareness of their need to become involved in the development of health care policies and changes in health care systems will be fostered by an analysis of current issues such as cross-cultural communication, the nursing shortage, inefficient health care systems, and international issues. Discussion and assignments will include implementation strategies and skills for successful transition into the workplace environment.
Prerequisites: NU 340, NU 365

NU 374 Concepts in Child Health Nursing
4 CR
The concepts in this course address family-centered care, safety, genetics, health promotion and disease/injury prevention in the care of children and their families from birth through childhood and adolescence. Course content focuses on the application of clinical judgment, evidence based practice, and growth and development. Students will engage in intra- and inter-professional collaboration and communication while advocating for the needs of this vulnerable population. Clinical experiences incorporate informatics, caring, cultural sensitivity and leadership. Students will be expected to demonstrate professionalism and increasing levels of autonomy while providing care that is respectful and preserves human dignity.
Pre/Corequisite: NU 340

NU 381 Public Health Nursing
5 CR
This course focuses on providing population-
focused care. Community and family assessments identify the need for intervention strategies that support health promotion and disease/injury prevention while promoting optimal functioning of various populations. Nursing services/ interventions are delivered based on this assessment with an emphasis on vulnerable populations and cultural variations in the community. Collaboration with community agencies/institutions and health care systems provide an opportunity to practice health promotion activities that address current or emergent health needs of specific populations. The development of community partnerships is a focus and encourages student engagement.

Prerequisite: NU 360

NU 390 Senior Synthesis Seminar
3 CR
This course utilizes the concepts of professionalism, leadership, and patient-centered care in preparing the student to assume the role of baccalaureate nurse generalist. Critical discussions of professional issues prepare graduates for a successful transition into their first nursing role. Students will be expected to apply and synthesize previous course content while demonstrating accountability to self, peers, and the program as they prepare to take the NCLEX exam. Students analyze and evaluate individual learning needs and develop a learning contract to meet deficiencies. Content mastery testing is utilized to prepare students for the NCLEX exam.

Prerequisites: NU 360

NU 395 Transitions into Professional Nursing Practice
4 CR
This clinically based immersion experience is focused on refining the knowledge, skills, and attitudes necessary to manage care as part of an interprofessional team within a health care system. Theoretical learning becomes reality as students are clinically immersed to make connections between the standard case or situation that is presented in the classroom or laboratory setting in the constantly shifting reality of actual patient care. The experience supports objectives identified in the Senior Synthesis Seminar. Students demonstrate and utilize evidence-based research to support clinical judgment. The expectation is to analyze and reflect on experiences encountered during the clinical experience. Focus is on moving the student toward autonomous professional nursing practice within their clinical setting.

Prerequisites: NU 360

Nursing Completion Program (RN to BSN)

The Registered Nurse to Bachelor of Science in Nursing program provides registered nurses who have graduated from accredited diploma or associate degree programs educational mobility in a program designed for the adult learner. No entrance exams are required for practicing, licensed nurses. The upper-division curriculum has been specially designed for RN students returning to finish their baccalaureate education. Sacred Heart offers two RN-BSN completion programs: an all online program and a contracted onsite program at selected hospital/organization sites, which combines online and onsite classes at these sites. Personal attention and interaction between the faculty and student are a major focus in the School of Nursing.

The RN to BSN program is student-friendly and tailored to meet the needs of adult learners. There are two courses in the curriculum with a practicum component: care management and public health nursing. Students select preceptors and design learning objectives and strategies, with faculty approval, based on their personal learning needs and areas for growth. Students do not have to repeat previous clinical experiences. Required Nursing courses are upper-division courses and are designed specifically for RN students.

To receive a BS degree in Nursing, the RN
must complete 120 credit hours of study: 63 credit hours in prescribed general education courses and 57 credit hours in the major with at least a 2.8 GPA. A minimum of 30 nursing credits are awarded through the Connecticut Nursing Education Articulation Plan. The professional major is built on a core of sciences, humanities, social sciences and mathematics courses. Prior to entry into the major, specific prerequisite courses must be completed at Sacred Heart University or another accredited college, or by college-level examinations (CLEP). The last 30 credits of the RN-BSN degree must be taken at Sacred Heart University.

Accelerated RN to MSN Program

This program is for registered nurses who have graduated from accredited diploma or associate degree programs in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN. RN-MSN students must maintain a 3.0 GPA throughout their course of study. All required undergraduate nursing courses for this degree are available online, as are the graduate nursing core courses and nursing courses required for the MSN in Patient Care Services Administration, Clinical Nurse Leader and Nursing Education tracks. Please refer to the Sacred Heart University Graduate catalog for additional information.

ADMISSION REQUIREMENTS FOR RN-BSN AND RN-MSN

This program is limited to students with experience in nursing who are seeking to complete their baccalaureate education in nursing. Students apply through the online admissions process directly for the RN to BSN program. Application materials must include:

- For admission to the RN-BSN program, an undergraduate GPA of 2.5 is required.
- For admission to the RN-MSN program, an undergraduate GPA of 2.8 or above is required for applicants covered by the CT Articulation Agreement. For applicants not covered by this agreement, an undergraduate GPA of 3.0 is required for the RN to MSN program
- official transcripts,
- an application,
- two letters of recommendation, (one from a supervisor and one from a peer)
- a resume,
- a statement of professional goals, and
- completion of the interview with an admissions representative for faculty review.
- Applicants must provide a copy of their RN license in their state of practice, and must carry liability insurance. One year of nursing experience is preferred.

PREREQUISITE COURSES TO THE UPPER-DIVISION NURSING MAJOR

3 Credits in Social and Behavioral Sciences: PS 110, SO 110, PS 252, Anthropology, Political Science or Economics
BI 126/127 Nursing Anatomy and Physiology I
BI 128/129 Nursing Anatomy and Physiology II
BI 161/162 Introduction to Microbiology
MA 131 Statistics for Decision Making

VALIDATION OF PRIOR LEARNING

Students may be awarded 30-36 Nursing credits through the State of Connecticut Nursing Articulation Plan. Students who graduate from schools in other states can be awarded 30 credits through endorsement of these courses. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.
ADDITIONAL REQUIRED COURSES FOR THE BS IN NURSING

Foundational Core – University and Nursing Requirements

FS 103  Freshman Seminar (Academic Writing)
FLO 125  The Art of Thinking (Logic)
Natural Science – Chemistry, Biology, or Physics (e.g. CHEM 020 or CHEM 030)
ENG 260  Literature of Illness and Healing (Literature)
HI 100  (History)
PH 221  Historical Survey of Philosophy (Philosophy)
TRS 265  Intro to World Religions
or
TRS 266  Understanding Religion (Religion)

Art/Media Studies

Social Science: Anthropology, Economics, Political Science, Psychology, and Sociology
MA 101  Modern College Mathematics I (or a higher level Math course)

Catholic Intellectual Tradition Seminars

CIT 201  Catholic Intellectual Tradition Seminar
CIT 202  Catholic Intellectual Tradition Seminar

Thematic Liberal Arts Core

Humanities: Ethics
Social Science: Anthropology, Economics, Political Science, Psychology, Sociology, (e.g. Lifespan Development, Child Development, Global Health, and Health Psychology)
Natural Science: Chemistry, Biology, or Physics (e.g. BI 161 Intro to Microbiology & BI 162 Intro to Microbiology Lab)

Free Electives

Free elective(s) may include:
NU 382  Management of Home Health Care Agencies or a transfer course for RN-BSN students.

For RN-MSN students, free electives may include:

NU 382  Management of Home Health Care Agencies
NU 315  The Human Journey in Nursing
and/or
NU 335  Information Technology for Nursing Practice (for RN-MSN Students)
or transfer courses

NURSING MAJOR REQUIREMENTS—BSN

NU 290  Validation of Prior Learning (30 – 36 undergraduate nursing credits)
NU 305  Transition to Professional Practice
NU 315  The Human Journey in Nursing
NU 325  Health Assessment
NU 335  Information and Technology for Nursing Practice
NU 345  Evidence Based Practice
NU 355  Leadership in Contemporary Nursing Practice
NU 376  Care Management: Individuals and Families
NU 387  Populations and Global Health Nursing

REQUIRED BSN COURSES FOR ACCELERATED DEGREE RN-MSN—ALL TRACKS

NU 290  Validation of Prior Learning (30 to 33 credits)
NU 325  Health Assessment for RNs
NU 376  Care Management: Individuals and Families
NU 387  Populations and Global Health Nursing
NU 401  Health Care Policy and Ethics
for Contemporary Nursing Practice

NU 430  Principles of Health Care Research for Contemporary Nursing Practice (3 credits)

NU 431  Evidence-Based Practice for Quality

NU 433  Theory and Professional Roles for Contemporary Nursing Practice

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. Nursing 305, 315, 325, 335, 345 and 355 (or NU 401, 430, 431, and 433 for RN to MSN students) must be taken before NU 376 or 387. Students are encouraged to review the University catalog for other policies and requirements related to timing of various course requirements, CLEP availability and timing, and credit for prior learning application procedures.

a) Students who have completed and received SHU credit for an Academic Writing Course are exempt from Freshman Seminar.

b) MA 131 must be completed before NU 345.

c) The Validation of Prior Learning is awarded upon admission and validation of courses.

d) RN-MSN students take NU 401, 430, 431, 433 at the graduate level (instead of NU 305, 315, 345—which the RN-BSN students take).

Nursing Major — MSN

Please refer to the Graduate catalog for Nursing major requirements—MSN.

Certificate Program in Home Health Care Management for RNs—Online

The certificate program in Home Health Care Management is designed for nurses in management positions in home health agencies to meet the State of Connecticut’s Department of Public Health (DPH) requirements. DPH requires nurses in managerial positions in home care who do not have a BSN to complete at least six credits in health care management or community health from an accredited college, university or school of nursing.

ADMISSION

Students must apply to the School of Nursing for the Certificate Program and enroll as a Special Student at Sacred Heart University. There is a $25 fee for processing the application. Students must take the course for credit, which may later be applied to the RN to BSN degree.

REQUIRED COURSES

NU 355  Leadership in Contemporary Nursing Practice

NU 382  Management of Home Health Care Agencies

Courses cannot be audited or taken for Pass/Fail. Credit may later be applied to a degree if the student enrolls in a degree program within 5 years.

Students must achieve a grade of C or better (undergraduate) or B or better (graduate) in the courses to be awarded the certificate.

If certificate students later apply for a MSN, only grades of B or better will be applied to the degree. Students enrolled in degree programs will meet the admission and progression criteria for the degree.

Course Descriptions for RN to BSN/RN and Home Health Care Management

NU 305 Transition to Professional Practice

3 CR

This course is for RNs and is designed as a transition to the nursing major and as a
forum to facilitate comparison between the scope of practice of the registered nurse and the baccalaureate prepared nurse. Role behaviors of the baccalaureate practitioner will be analyzed and applied within a framework of the health care environment and the ethical, legal and social issues that influence nursing practice. Critical thinking skills are developed as an essential component of professional practice.

Prerequisite: Acceptance to the RN-BSN Nursing Major

**NU 315 The Human Journey of Nursing**

3 CR

This course is for RNs. The Human Journey in Nursing utilizes the four questions posed in the Catholic Intellectual Tradition Seminars to address Nursing's role in building a just society. Concepts such as human vulnerability, resiliency, spirituality and cultural diversity will provide the platform from which discussions about the professions and the professional nurse's role in shaping past, current and future health care will be based. Reflection on service learning experiences will personalize and professionalize the meaning and responsibility for addressing health inequities within the workplace and the perpetuation of health disparities in society.

Prerequisites: Acceptance to the RN-BSN Nursing Major and Completion of the Catholic Intellectual Tradition Seminars.

**NU 325 Health Assessment for RNs**

3 CR

Utilizing the conceptual framework of the nursing program, this course focuses on comprehensive health assessment. Adequate data collection and careful analysis for diagnostic and planning purposes is stressed. The student will use the diagnostic reasoning process to formulate nursing diagnoses. Videotaping assessment skills is a required course component.

Prerequisite: Acceptance to the RN-BSN or RN-MSN Nursing Major

**NU 335 Information and Technology for Nursing Practice**

3 CR

This course is for RNs and provides an introduction to information and technology needed for the practice of nursing today. It will focus on providing material to enable nurses to be computer literate by exploring the use of emerging information sources and communication technology and their impact on health care. Emphasis will be placed on trends and issues in clinical technology. It will also examine key issues such as security and the use of data bases.

Prerequisite: Acceptance to the RN to BSN Nursing Major

**NU 345 Evidence Based Practice**

3 CR

This course is for RNs and prepares nursing students to critically evaluate evidence developed through methodologies such as research and research protocols for its application to the practice of professional nursing. The course reviews levels of evidence and provides a foundational overview of quantitative and qualitative research methodologies. Ethical issues and policy agendas that influence research are considered throughout the course.

Prerequisites: Acceptance to the RN-BSN Nursing Major, MA 131

**NU 355 Leadership in Contemporary Nursing Practice**

3 CR

This course is for RNs and will focus on the professional nurse's role in applying theory and principles of leadership and management in organizations across the health care continuum. Focus will be placed on strategies necessary to function effectively in a changing health care system by exploring interrelated process of thinking systematically, developing reflective judgment, and exercising leadership. Strategies for managing the quality and cost of health care, as well as research utilization, are emphasized to promote effective practice.
Prerequisites: Acceptance to the RN-BSN Nursing Major

**NU 376 Care Management: Individuals and Families**

4 CR

This course is for the registered nurse student and is focused on the elements of care management of individuals and families across the health care continuum. This course will expand upon the concepts of care transitions from hospital to the community setting with an emphasis on the challenges related to transitioning such as financial management, resource utilization, and overall care coordination. Care management for individuals and families requires an understanding of family systems and the interaction of individuals with their family during healthy actual or potential health issues. A family assessment will be utilized to allow the registered nurse student the opportunity to develop a plan that will promote a safe and productive transition to the community. Students will engage in analytic discussion to further develop their understanding of family systems, systems of care, clinical practice and community nursing roles. Personal reflection on one’s own practice in contemporary nursing will be included in order to allow the student to think holistically, ethically and morally as they grapple with real-world challenges and contemporary care management issues in our healthcare environment.

Prerequisites: Acceptance to the Nursing Major, NU 305, 315, 325, 335, 345, and 355.

**NU 382 Management of Home Health Care Agencies**

3 CR

This course takes basic management concepts and applies them specifically to home care. Content includes financing home care including Medicare, Medicaid and private insurance; State and Federal regulations; accreditation regulations including quality improvement concepts of case management; trends and issues in home care; legal and ethical consideration in home care, and community resources. This course is only offered online.

**NU 387 Populations and Global Health Nursing**

5 CR

This course is for RNs and focuses on global communities as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to nursing of populations, communities, and societies are identified. Effectiveness of nursing practice is explored in relation to the problems, priorities, attitudes, culture and resources of aggregates, groups, the community, and global health needs.

Prerequisites: Acceptance to the RN to BSN Nursing Major, NU 305, 315, 325, 335, 345, and 355 or acceptance to the RN-MSN Nursing Major, NU 325, 401, 430, 431, 433 and 376.

**NU 401 (NU 501) Impact of History and Policy on Nursing and Health Care**

3 CR

The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

**NU 430 (NU 601) Principles of Health Care Research for Contemporary Nursing Practice**

3 CR

This course, the first of two research seminars, reviews nursing and health care research literature according to criteria. Course content focuses on the development
of a researchable problem, integrative literature review and research design. Content, related to quantitative, qualitative and evaluative methods, is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.
Prerequisite: MA 131

NU 431 (NU 602) Evidence-Based Practice for Quality Care
3 CR
Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative and quantitative methods of data collection and analysis. Content areas of substance include both data collection methods and analysis using computer software. Graduate students complete the methods section of the thesis prospectus during this semester.

Global Studies with a Concentration in Global Health

LESLEY DENARDIS, PH.D., PROGRAM DIRECTOR, ASSOCIATE PROFESSOR (COLLEGE OF ARTS AND SCIENCES)
Phone: 203-371-7834
Fax: 203-365-7587
Email: denardisl@sacredheart.edu

CHRISTINA GUNTHER, MA, DIRECTOR OF GLOBAL HEALTH PROGRAMS (COLLEGE OF HEALTH PROFESSIONS)
Phone: 203-371-7948
Email: guntherc@sacredheart.edu

Overview/Rationale

Globalization has brought about rapid change as citizens, governments, and markets worldwide have become increasingly interdependent. Today’s health professions graduates will need the knowledge, skills and abilities to thrive in a competitive, globalized healthcare setting.

The minor in Global Studies with a concentration in Global Health responds to the demands of the 21st century by equipping students with competencies through a broad based and multidisciplinary program designed to prepare them for global engagement and global health incidents. It is designed for students who have strong international interests and wish to pursue those interests in a program of study. The minor is administered jointly through the Global Studies Department in the College of Arts & Sciences and the Office of Global Health Programs in The College of Health Professions.

Degree Requirements

A total of 18 credit hours of global studies coursework are necessary for completion of the minor, including a mandatory course in World Geography and Introduction to
Global Studies. Six credit hours are required in international systems – Global Health Systems and Culture and Global Health. The remaining six credits may be taken as electives.

Course Requirements

REQUIRED/CORE COURSES (6 CREDITS)
GS 101 Introduction to Global Studies
GS 150 World Geography

INTERNATIONAL SYSTEMS (6 CREDITS)
GS 270 Global Health Systems
GS 275 Culture and Global Health

ELECTIVE COURSES (6 CREDITS)

Latin American Studies
ENG 344 World Literature
HI 207 Survey of Latin American History to 1826
HI 208 Survey of Latin American History since 1826
HI 311 Discovery and Conquest 1492-1598
HI 212 20th Century Latin America
PO 315 Latin American Politics
SP 281 Hispanic Civilization and Culture: Latin America
SP 283 The Hispanic Caribbean

European Studies
AN 204 Introduction to Irish Archeology
AN 299 Special Topics: The Ethnology of Ireland
AN 299 Special Topics: Life Histories and Culture of Dingle
ENG 299 Special Topics The Roots of Irish Literature: Myths, Sagas and Folktales
ENG 299 Special Topics Modern Irish Literature

ENG 324 The Romantic Period in British Literature
ENG 325 The Victorian Period in British Literature
ENG 327 Twentieth Century British Literature
FR 203 Advanced Conversation and Contemporary Issues
FR 251 Early French Writers
FR 252 French and Francophone Writers Then and Now
FR 281 French Civilization and Culture
FR 282 Business French
FR 353-359 Special Topics in French/ Francophone Film
TRS 361 Women in Islam
FR 363-369 Special Topics in French/ Francophone Culture
FR 373-379 Special Topics in French/ Francophone Literature
FR 283 Franco-Italian Connections
FR 315 Paris
FR 316 Quebec
FR 371 Literary Travelers, Exiles and Expatriates
FR 372 Women Writers
IT 203 Advanced Conversation and Contemporary Issues
IT 251 Early Italian Writers
IT 252 Italian Writers Then and Now
IT 283 Franco-Italian Connections
IT 290 The Italian Short Story
IT 315 Literary Travelers, Exiles and Expatriates
IT 372 Women Writers
IT 380 Dante and the Italian Literary Tradition
HI 314 French Revolution and Napoleon
HI 216 Princes to Peasants
HI 218 Modern France
HI 255 Celtic and Irish History
HI 257  History and Memory in Modern Ireland
HI 287  The Holocaust
IT 280  Italian Civilization and Culture
IT 353-359  Special Topics in Italian Film
IT 363-369  Special Topics in Italian Culture
IT 373-379  Special Topics in Italian Literature
PH 307  Philosophy of Lived-Experience
PH 312  Philosophy of Marx
PH 313  Contemporary Continental Philosophy
PO 300  Foundations in Political Thought
PO 309  British Politics
PO 310  Irish Politics
PO 313  Politics of European Integration
PO 318  Contemporary European Politics
SP 280  Hispanic Culture and Civilization
TRS 333  Women in Celtic Christianity
TRS 336  Theology and Native Irish Spirituality
TRS 364  Religion of Contemporary Ireland

Middle Eastern & African Studies
AN 201  World Cultures
HI 236  History of the Arab World
HI 238  Modern Arab World
PO 314  Middle East Politics
PO 317  African Politics
TRS 261  Islam
TRS 360  Women in World Religions

Course Descriptions

GS 101 Introduction to Global Studies
3 CR
The course is designed to introduce students to the field of global studies by promoting an understanding of the interconnectedness and interdependence of global processes. Global studies imparts an appreciation for the complexity of world societies and broadens our understanding of challenges through an interdisciplinary approach to 21st century problems. The course approach is interdisciplinary with special attention given to political, economic, social historical and cultural patterns that mark globalization processes. Specific topics to be explored are the environment, migration, human rights, peace, conflict, global trade and economic linkages.

GS 150 World Geography
3 CR
Surveys the wide spectrum of topics that comprise modern physical and cultural geography. Topics include earth/sun relationships, atmosphere, landforms, hydrology, biosphere and energy flow. Also, population, culture, religion, politics, economics, agriculture and industrial/urbanization. Overview concepts include mapping, regions and environmental issues.

GS 270 Global Health Systems
3 CR
This course allows students to examine
social, economic, and political determinants of health care systems and the evolution of various systems around the world over the last few decades. Students will compare theories of health policy and priorities, models of government intervention in providing health care and insurance, financing, planning, education and training. Students will review the major determinants of health status; international development and social change around the world and reflect on how it applies and is practiced in the U.S. health care system and society. The roles of different types of international health organizations will be defined and examined, including financing institutions, implementing institutions, research entities, technical support entities, coordinating bodies, and private and non-governmental voluntary organizations.

GS 275 Culture and Global Health

3 CR

This course will introduce the concept of cultural perceptions about health and disease in diverse communities worldwide, and how to develop cultural awareness and humility in healthcare contexts. We will explore how culture may impact health beliefs, health status, and access to health services. We will also consider the ideas of health and social justice and health as a human right in developing, middle income, and developed nations. Relevant sociocultural theories will also be addressed.
Jack Welch College of Business

JOHN CHALYKOFF, PH.D.
Dean

Mission Statement
The Jack Welch College of Business mission is to foster a continuous and inquisitive learning community rooted in the Catholic intellectual tradition, to provide students with business knowledge and appropriate skills, and to develop undergraduate and graduate students prepared to achieve their personal and professional goals in the business community and global society.

Who we are.
Our learning community includes faculty members who are teachers, scholars, and experienced professionals supported by administrative staff members, undergraduate and graduate business students, alumni, and members of companies and organizations who provide employment, internships, and advice.

What we value.
Rooted in the Catholic intellectual tradition, we value scholarship as contributing to learning, understanding, and the search for truth. We stress the primacy of teaching as the focus of our work and value active, engaging, and personalized learning experiences in and outside of the classroom. We believe personal attention fosters the growth and development of our students, and strive to develop individuals who will act ethically and responsibly. We find strength in the rich diversity of the human family and invite participation in our community by persons of varied races, faith traditions, ethnic backgrounds, and diverse opinions and beliefs. We value academic excellence in all of our programs.

What we do.
To fulfill our mission, we teach and advise students. We foster academic rigor. We emphasize ethical dimensions in our curricula, promote active participation by students in the learning process, include experiential learning, and incorporate appropriate technology and teaching techniques in our classes. As faculty, we engage in research to understand and contribute to the development of our discipline, its practice, and ways in which it is taught. We partner with the business community to improve practice and align our curricula to evolving business needs, and also work collaboratively to ensure that students develop an awareness of and appreciation for the resources and expertise available to them from the faculty and Sacred Heart University community. We give service to our college, University, profession, and the wider community, and emphasize to our students the importance and intrinsic rewards of being good citizens and the responsibilities of being educated persons.

The Welch Experience
The Jack Welch College of Business has created a benchmark program for business students that is designed to accomplish two very important goals: 1) To provide ongoing exposure to professional resources that will help students explore career options and decide the best way to apply a business degree. 2) To engage students in a comprehensive series of programs that will build resumes and develop the skills that employers are looking for.
<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>CONCENTRATIONS</th>
<th>BACHELOR’S DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. DEGREE</td>
<td></td>
<td>MAJOR</td>
</tr>
<tr>
<td>Accounting</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Management</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Small Business Management and Entrepreneurship</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Global Business Management</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Marketing</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Business Economics</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Finance</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Digital Advertising</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Digital Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion Marketing and Merchandising</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sports Marketing</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Sport Management</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**HIGHLIGHTS OF THE WELCH EXPERIENCE INCLUDE:**

- waived tuition for one short-term study abroad course, making valued intercultural experiences more accessible;
- free golf lessons, focusing on not only the game of golf but on its links to the business world, from networking to marketing and sponsorships;
- interactive presentations from successful business professionals exposing students to new career opportunities;
- research, mentoring and leadership positions;
- Professional Electronic Portfolio;
- networking and business etiquette receptions and banquets;
- trips to businesses in the northeast corridor from New York to Boston
- Student-run businesses on campus

**College of Business Core Curriculum**

All candidates for a baccalaureate degree in the Welch College of Business must complete the Business foundations course of three (3) credits and core curriculum consisting of twenty-four (24) credits. The Business core consists of the following courses:

- AC 221 Financial Accounting and Reporting
- AC 222 Managerial Accounting and Control
- MGT 201 Organizational Management
- MGT 231 Business Law I
- MGT 257 Business Ethics
- MGT 401 Business Policy
FN 215    Financial Management  
MK 201    Principles of Marketing

In addition, all Welch College of Business majors are required to complete  EC 202 Principles of Microeconomics, EC 203 Principles of Macroeconomics and MA 133 Elementary Statistics with Business Applications as required supporting courses. A minimum grade of C is required for core curriculum courses and for all courses required for each major within the Welch College of Business. Core courses may also be part of each major’s course requirements.
ACCOUNTING

The effective use of financial information is vital for decision makers in business, industry, banking, government, education, law and many related fields. Individuals with a strong background in accounting and finance are in great demand for positions such as financial analysts, estate planners, investment counselors, market researchers, auditors, comptrollers and accounting managers.

The Accounting program is designed to meet both the short- and long-term needs of students who enter the accounting profession. The program meets the needs of students who plan to start a career after graduation or who plan to continue their education on the graduate level.

Faculty

BENOÎT N. BOYER, PH.D.
Professor

KAREN T. CASCINI, PH.D., CPA
Professor

KITTIPONG LAOSETHAKUL, PH.D.
Associate Professor

MAHFUJA MALIK, PH.D.
Assistant Professor

DANNY A. PANNESE, MST, CPA
Associate Professor

STEPHEN SCARPATI, M.B.A., CPA
Clinical Associate Professor

E. DANIEL SHIM, PH.D.
Professor, Chair

DEZROY STEWART, M.B.A., CPA
Visiting Assistant Professor

BARBARA TARASOVICH, DPS, CPA, CGMA.
Assistant Professor

Major in Accounting

All Accounting students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (54–56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 221 Financial Accounting and Reporting
AC 222 Managerial Accounting and Control
MGT 101 Organizational Management
MGT 231 Business Law I
MGT 257 Business Ethics
MGT 401 Business Policy
FN 215 Financial Management
MK 201 Principles of Marketing

OTHER COURSES IN MAJOR (33 CREDITS)

The following required eight courses:

AC 331 Intermediate Accounting I
AC 332 Intermediate Accounting II
AC 401 Advanced Accounting I
AC 313 Cost Management
AC 421 Auditing I
AC 431 Federal Taxes I
MGT 232 Business Law II
IS 272 Dynamics of Information Technology
AC 490 Accounting Internship

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)

EC 202 Principles of Microeconomics
EC 203 Principles of Macroeconomics
MA 133  Elementary Statistics with Business Applications

Electives necessary to complete degree requirements.

ACADEMIC REQUIREMENTS FOR AICPA EXAMINATION

Baccalaureate degree required. 46 semester hours from an accredited college in the study of accounting and related subjects, including, but not limited to business law, economics, and finance; of which at least 24 semester hours shall be in the study of accounting. 150 credit hours* required for certification, not to take exam.

* Including 36 hours of accounting

Accounting Course Descriptions

AC 221 Financial Accounting and Reporting
3 CR
Emphasis on the information that the language of business provides for decision makers. This is accomplished by using a transactions-analysis approach. Individual and team-based problems and cases are used to stress accounting fundamentals as well as the global and ethical issues of accounting decisions.

AC 222 Managerial Accounting and Control
3 CR
Covers the role of managerial accounting in corporate management. Emphasis is on the introduction of product and service costing, profit planning, cost analysis and the cost allocation process. Current financial accounting and control matters are reviewed and evaluated. Individual and team-based problems and cases are used to explore global ethical issues.

AC 313 Cost Management
3 CR
Explores critical issues facing accounting and financial managers in the current business environment. Topics include: introduction to state-of-the-art managerial accounting practices, in-depth understanding of cost management, product and service costing methods, performance evaluation and managerial compensation systems. Global and ethical issues are examined. Written assignments, case studies and team discussions comprise much of classroom interaction.

Prerequisite: AC 222

AC 314 Advanced Management Accounting
3 CR
Introduces modern theory of management accounting and control and strategic cost management. Financial and managerial controls issues faced by multinational corporations are examined. Topics include: cost analysis, activity-based accounting and management, strategic cost control, agency theory, decentralization issues and incentive and compensation systems. Case studies and development, team discussions and empirical study comprise much of classroom interaction.

Prerequisite: AC 221

AC 331 Intermediate Accounting I
3 CR
Further discusses accounting concepts, principles and practices, placing more emphasis on the theoretical aspects involved. While intended for the Accounting major, this is also a most useful course for other majors in the college of Business.

Prerequisite: AC 221

AC 332 Intermediate Accounting II
3 CR
Covers specialized topics in accounting including, but not limited to, pension accounting, debt and equity financing issues, stockholders’ equity, earnings per share, international accounting and in depth analysis of the statement of cash flows. Emphasis is on the most recent
pronouncements of the FASB and the IASB.  
Prerequisite: AC 331

**AC 397 Volunteer Income Tax Assistance Program (VITA)**

3 CR  
The VITA program provides low- to moderate-income taxpayers assistance in the preparation of their tax returns. Students receive internal revenue service (IRS) training to help prepare basic tax returns in the local community. Once training is completed, students must pass the IRS’s written examination to become VITA certified and complete the required staffing hours during tax filing season. Emphasis is on the application of current tax law, communication skills, and community service.  
Prerequisite: AC 221

**AC 401 Advanced Accounting I**

3 CR  
Advanced Accounting covers financial accounting and reporting topics such as investments, business combinations, consolidated financial statements, foreign currency transactions, translation of foreign currency financial statements and partnerships. The topics are analyzed from the perspective of ongoing developments in the business environment, domestic and international standard setting, and associated ethical implications.  
Prerequisite: AC 332

**AC 421 Auditing I**

3 CR  
Studies audit practices used by independent public accountants in examining accounting records and statements. Emphasis is on “generally accepted auditing standards” of evaluation of internal control as well as ethical issues.  
Prerequisite: AC 332

**AC 431 Federal taxes I**

3 CR  
Introduces individual income taxation. Topics include: formulation of tax statutes, research methodology, tax planning, analysis of taxable income as well as ethical considerations.  
Prerequisite: AC 332

**AC/FN 441 Financial Analysis**

3 CR  
Develops students’ ability to analyze financial statements to determine both asset value and earning capacity of the public corporation’s securities. Requires an understanding of the positive and negative effects of operating and financial leverage, as well as ratio analysis as it concerns the capitalization, stock and bond markets. Proof of students’ ability lies in the preparation of an analysis of annual report of a major, publicly held corporation.  
Prerequisite: FN 215

**AC 490 Accounting Internship**

3–9 CR  
Students are directly involved in various dimensions of accounting. Emphasis is on the practical application of accounting principles and skills to a specific industry or organization. An on-site accounting professional supervises students.  
Prerequisite: Permission of the department chairperson

**AC 499 Independent Study**

1–3 CR  
Students work on a special topic under the direction of an instructor. Permission of the instructor and department chairperson is granted to qualified accounting majors on the basis of a written proposal from the student.
Information Systems
Course Descriptions

IS 272 Dynamics of Information Technology
3 CR
Presents information systems concepts from a managerial perspective to understand how information systems work and how they are used for business purposes. This course is designed to help students understand and use fundamental information systems principles so that they will efficiently and effectively function as future business employees and managers. Topics include: hardware and software of computers, telecommunication and networks (including the internet), database management, e-commerce, systems development and systems security.
BUSINESS ECONOMICS

The Business Economics major gives students a solid understanding of today’s global business environment and market structure. It combines in-depth study of economic theory with business applications within an ethical framework. The program enables students to understand market forces and their interplay with government policies and business decisions. It emphasizes the application of economic concepts and the use of critical thinking to resolving economic and managerial problems. Students acquire the analytical and problem-solving skills needed to investigate and critically evaluate economic trends and business conditions. They learn to interpret current issues confronting society (e.g., deficits, inflation, unemployment, poverty) as well as individuals (e.g., wages, cost of living, taxes). The major in Business Economics requires completion of 48 major credits. The curriculum is designed to enable students to succeed in business and government careers, graduate schools, and law schools as well as to become better-informed and productive citizens.

Faculty

RALPH LIM, M.B.A., CFA.
Associate Professor

KHAWAJA A. MAMUN, PH.D
Associate Professor, Chair

LUCJAN T. ORLOWSKI, PH.D.
Professor

STEPHEN RUBB, PH.D.
Professor

JENNIFER TRUDEAU, PH.D.
Assistant Professor

Business Economics Major

All Business Economics students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY Core Curriculum (30–32 Credits)

COLLEGE OF BUSINESS Foundation Course (3 Credits)

BU 121 Introduction to Business

COLLEGE OF BUSINESS Core Curriculum (24 Credits + 9 Required Supporting Credits)

AC 221 Financial Accounting and Reporting
AC 222 Managerial Accounting and Control
FN 215 Financial Management
MGT 101 Organizational Management
MGT 231 Legal and Ethical Responsibility in Business
MGT 375 Operations Management
MK 201 Principles of Marketing
MGT 401 Business Policy

OTHER COURSES IN MAJOR (21 Credits)

EC 302 Global Financial Markets and Institutions
EC 313 Managerial Economics
EC 316 International Economics
or
FN 416 International Financial Management
FN/EC 390 Internship in Economics
EC 491 Quantitative Methods in Economics

Two Economics Electives (electives necessary to complete degree requirements)

REQUIRED SUPPORTING COURSES

EC 202 Principles of Microeconomics
Minor in Business Economics
The minor in Business Economics requires the completion of 18 credits.

REQUIRED COURSES
EC 202  Principles-Microeconomics
EC 203  Principles-Macroeconomics
EC 302  Global Financial Markets and Institutions
EC 313  Managerial Economics
Economics Elective (EC 299 and up)
Economics Elective (EC 299 and up)
A&S majors may take EC 101 in lieu of either EC 202 or EC 203. A&S majors may take either SO 254, PO 320, or MA 151 in lieu of one economics elective.

Course Descriptions

EC 101 Introduction to Economics (Non-Business majors only)
3 CR
Introductory course for the non-Business major. Provides a foundation in the workings of the economy. Describes and analyzes major concepts and issues of macroeconomics and microeconomics. Examines key institutions including the Federal Reserve System, corporations and labor unions.

EC 202 Principles of Microeconomics
3 CR
This course introduces microeconomic concepts such as supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, welfare analysis and labor market. Students will also be introduced to the use of microeconomic applications to address problems such as the role of government, environmental policies, insurance markets, and income distribution.
Prerequisite: MA 106 or MA 109 or MA 110 (MA 110 is encouraged for those considering graduate school)

EC 203 Principles of Macroeconomics
3 CR
This course introduces macroeconomic concepts and analysis of unemployment and inflation within the context of the business cycle, the determinants of economic growth, the role of interest rates in savings and investment, the interaction of money and the banking system, and corrective monetary and fiscal policies. Students gain an international perspective by assessing the role of international trade and exchange rates in the modern global economy.
Prerequisites: MA 106 or MA 109 or MA 110 and EC 202

EC 211 Economics of Social Issues
3 CR
Applies basic economic principles to analyze social issues. Topics include prices and the allocation of resources, the role of incentives, free trade, economic growth, market failure, the distribution of wealth and income, health care, crime and education.

EC 299 Special Topics in Economics
3 CR
Designates new or occasional courses that may or may not become part of the department’s permanent offerings. Courses capitalize on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc.
Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student’s transcript. Consult the current course schedule for available topics and current prerequisites.
EC 301 Intermediate Macroeconomic Analysis
3 CR
A course in aggregate economic analysis. Examines theories of the determination of national income and employment. Policies associated with these theories are critically examined.
Prerequisite: EC 203

EC 302 Global Financial Markets and Institutions
3 CR
This course overviews the global financial markets and institutions. It examines the regulatory framework and asset/liability management at commercial banks and other financial institutions. It analyzes the significance of money, credit, and interest rates, as well as the impact of monetary policy on the economy. Students learn about assessment and management of various types of risks faced by global financial institutions.
Prerequisite: EC 203

EC 303 Seminar on U.S. Economy and Monetary Policy
1 CR
This is a one credit course to learn about U.S. Macroeconomics aspects and monetary policy implementation by the Federal Reserve Bank. Selected students will participate in the Fed Challenge competition held in November by the Eastern Economic Association with partnership of New York Federal Reserve Bank. Students learn to work in a team environment, conduct research in macroeconomics, write short papers on economic topics, and conduct data analysis to make graphs and tables. In addition, they also learn how to make Power Point presentation and give presentation in front of audience. The course is open to Business Economics and/or Finance majors only.
Prerequisite: EC 203

EC 313 Managerial Economics
3 CR
Analyzes the structure of industry, business firms and the application of analytical tools of economics to decision making. Topics include: the determination of relevant costs for decisions within the business firm, pricing and capital budgeting problems, risk and uncertainty, and cases involving actual managerial situations that require the use of economic analysis.
Prerequisite: EC 202 or MA 133

EC 315 Game Theory
3 CR
Game theory is a collection of tools used to study and model strategic decision making. These methods can be used to study optimal decision making in contexts ranging from those normally viewed as “games” such as poker to situations that economists are more concerned with that can include how to place a bid in an auction, how to set prices to draw business from a competitor etc. This class will begin by developing the formal tools of game theory and then alternate between showing interesting applications of that theory and developing additional theoretical tools. The types of applications that will be discussed will include a study of optimal auctions, pricing games, and models of election games. The goal for this class is that by the end of it, students should be able to engage in complex strategic analysis of real world situations.
Prerequisite: EC 202

EC 321 Labor Economics
3 CR
Applies the fundamentals of microeconomic and macroeconomic analysis to important decisions that people make in labor markets. Topics include the understanding of the wage and employment determination in the labor market, the wage differential, investing in human capital (i.e. education and training), labor mobility (including immigration), discrimination, unions and unemployment.
The course will cover both theoretical and empirical aspects of these issues.
Prerequisite: EC 203

**EC 316 International Economics**
3 CR
This course examines basic theories of international trade, modern trade policies and international finance. It overviews the changing global business patterns, with a special focus on new economic and regulatory policy challenges in the aftermath of the first global recession of the 21st century. Students who master the course material will gain knowledge and skills for succeeding both in the public sector institutions and in international business organizations.
Prerequisite: EC 203

**EC 342 European Economic Development**
3 CR
This course provides students with a comprehensive examination of the European economic development and integration process. Historical, political, legal, and institutional aspects of the economic development and integration are analyzed. In addition, the course material overviews the main macroeconomic and regulatory policies of the European Union.
Prerequisite: EC 203

**EC 373 Public Finance**
3 CR
Examines the role of the public sector in the economy. Provides an understanding of the reasons for government intervention in the economy, the extent of that intervention, and the response of private agents to the government’s actions. Analyzes both the taxation and the expenditure sides of the government budget. Discusses the impact of taxes on income distribution and explores the expenditure programs, their nature, importance, purposes and economic effects.
Prerequisite: EC 203

**FN/EC 390 Internship**
3-9 CR
Students are directly involved in various practical applications of economics and finance knowledge to a specific industry or organization. The emphasis is on acquiring hands-on skills. An on-site professional supervises students.
Prerequisite: Instructor permission

**EC 491 Quantitative Methods in Economics and Finance**
3 CR
Aimed at developing advanced quantitative skills needed for modern economic and financial analyses. The course covers the fundamental of regression analysis as well as regression with panel data and binary dependent variable. Time-series multivariate regression is also examined including cointegration tests, ARMA procedures and causality tests. Computer applications of econometric programs are required.
Prerequisite: MA 133 or equivalent

**EC 492 Economic and Financial Forecasting**
3 CR
Survey and applications of core time-series techniques of economic and financial analysis. Incorporates standard and advanced models of trend, seasonality and cycles as well as recursive techniques, volatility measures, simulation methods, and stochastic trends. Extensive use of the EViews software program for both modeling and forecasting purposes.
Prerequisite: EC/FN 491

**EC 399 Current Issues in Economics**
3 CR
Examines major contemporary economic issues. Demonstrates how economists deal with the difficult problems of the day. Open to both prospective majors and non-majors.
Prerequisite: EC 203
FINANCE
The Finance major provides students with the knowledge and skills required to apply the tools and techniques of financial management in all types of organizations. The discipline focuses on financial management as it relates to the raising and investing of capital consistent with the stated goals of an organization. The Finance major also covers topics related to personal investing from the perspectives of both the individual investor and the people entrusted to manage investment funds. Internships are widely available and required of all majors. Additional opportunities are available through the Problem based Learning Lab.

Faculty
KWAMIE DUNBAR, PH.D.
Associate Professor

JOHN T. GERLACH, M.B.A.
Senior Executive in Residence
Associate Professor

LINDA HUGHEN, PH.D.
Assistant Professor

W. KEENER HUGHEN, PH.D.
Assistant Professor

JING JIANG, PH.D.
Assistant Professor

RALPH LIM, M.B.A., CFA
Associate Professor

BRIDGET LYONS, DPS
Professor

KHAWAJA A. MAMUN, PH.D
Associate Professor, Chair

LUCJAN T. ORLOWSKI, PH.D.
Professor

RUPENDRA PARIWAL, PH.D.
Associate Professor

Major
All Finance students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (30–32 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 221 Financial Accounting and Reporting
AC 222 Managerial Accounting and Control
FN 215 Financial Management
MGT 101 Organizational Management
MGT 231 Legal and Ethical Responsibility in Business
MGT 375 Operations Management
MGT 401 Business Policy
MK 201 Principles of Marketing

OTHER COURSES IN MAJOR (21 CREDITS)

FN 351 Corporate Finance
EC 302 Global Financial Markets and Institutions
FN 315 Investments
FN 416 International Financial Management
FN /EC 390 Internship in Finance

Two Finance electives (electives necessary to complete degree requirements)

REQUIRED SUPPORTING COURSES

EC 202 Principles of Microeconomics
EC 203 Principles of Macroeconomics
FN 215 Financial Management
3 CR
Provides an overview of the principles and techniques used in financial management and an introduction to financial markets. Topics include time value of money, measures of risk, models for pricing bonds and stocks, financial analysis, capital structure, cost of capital, capital budgeting and working capital management. Students are introduced to financial problem solving using Microsoft Excel.
Prerequisite: AC 221

FN/SM 243 Sport Finance
3 CR
Examines the application of financial methodology for sport enterprises. Emphasis is on understanding the important sources of revenue (e.g., ticket sales, sponsorships) and media as well as the principal expenses of managing a professional team (e.g., salaries). The course also provides insight to the financing of stadiums and arenas and the valuation of teams.
Prerequisites: AC 221 and FN 215

FN 299 Special Topics in Finance
Designates new or occasional course material that major may not become part of the department’s permanent offerings. This course addresses a timely topic, consistent with a faculty member’s particular interest. The most recent focus of this course material is on financial risk management.

FN 318 Current Problems in Finance
3 CR
Seminar on special current topics in finance. Open to seniors majoring in Finance and to Seniors majoring in Business Economics, Business and Accounting with permission of the Finance department.
Prerequisite: FN 215 or departmental permission

FN 315 Investments
3 CR
Introduces students to the various types of investment products and markets both in the United States and globally. Topics include valuation techniques and risk measurements for common stocks, mutual funds and bonds; use of options; socially responsible investing; and expected returns for each type of investment.
Prerequisite: FN 215

FN 320 Personal Finance
3 CR
Examines the financial planning, management and investment needs of individuals and households as they pursue their financial goals. Topics include: personal budgeting, credit buying, banking and borrowing, home ownership, insurance and investing. Upon successful completion of the course, students should have gained a basic understanding as to how to (1) prepare their personal financial plan or program; (2) budget and control their income and expenses; (3) economically and wisely purchase major expense items such as a house or an automobile; (4) purchase needed insurance thoughtfully and purposefully; and (5) begin a program for retirement and investments so that their personal financial objectives can be reached.

FN 351 Corporate Finance
3 CR
Emphasizes corporate financial management. Covers financial analysis, working capital
management, cost of capital, capital budgeting, valuation, and capital structure. Includes extensive use of financial models.

Prerequisite: FN 215

**FN/EC 390 Internship**

3-6 CR

The internship is focused on developing job search, interviewing and career assessment skills while providing practical experience. Students work with a faculty advisor and the career development office to write a resume, search for and obtain an internship and work at a site for a minimum of 120 hours. The internship introduces students to the opportunities and rigors of the business environment. Upon completion, students work with the supervisor and faculty advisor to reassess skills and career development plans.

Prerequisite: Instructor permission

**FN 416 International Financial Management**

3 CR

Explores the principles of financial management from an international perspective. The course provides a broad introduction to the operations of international financial markets and instruments. Students develop an understanding of the workings of international financial markets, the risks of doing business in the international arena, and management of exchange risk exposure. Among the topics covered are foreign exchange markets, foreign exchange risk, management of exchange risk exposure, impact of different exchange rates, taxation systems and inflation rates on financial decisions, project evaluation and interaction among various national financial markets.

Prerequisites: FN 215 and FN 315 OR FN 351

**FN 440 Financial Modeling**

3 CR

Students develop financial modeling skills with Microsoft Excel. Students will learn to apply the concepts they have learned in the introductory courses into a spreadsheet model framework. The topics include valuation of cash flows, equity and fixed income securities, retirement planning, graphing in Excel, project cash flows calculation, capital budgeting and NPV analysis, sensitivity analysis, financial ratio analysis, Monte Carlo simulations, cost of equity and beta estimation, portfolio optimization. The course is application oriented and will be helpful for a variety of jobs in corporate finance and banking.

Prerequisite: FN 215 and FN 315 OR FN 351

**FN 442 Derivatives and Risk Management**

3 CR

Designed to help undergraduate students understand the basic derivative markets such as forward, futures, options and swap markets. Key concepts needed to price these basic claims, such as the law of one price, the cash and carry arbitrage and the put call parity, are introduced and explained. Explores the pricing of these claims, as well as arbitrage and hedging in these markets.

Prerequisite: FN 215

**AC/FN 441 Financial Analysis**

3 CR

Develops students’ ability to analyze financial statements to determine both asset value and earning capacity of the public corporation’s securities. Requires an understanding of the positive and negative effects of operating and financial leverage, as well as ratio analysis as it concerns the capitalization, stock and bond markets. Proof of students’ ability lies in the preparation of an analysis of annual report of a major, publicly held corporation.

Prerequisite: FN 215

**FN 450 Investment Management Capstone**

3 CR

This course is required for students selected in the Finance department’s Investment Management Program. The course parallels the curriculum found in the Chartered
Financial Analysts, CFA Level I examination. Topics include ethics and professional standards, economics, financial statement analysis, equity and fixed income analysis, quantitative techniques, derivatives, and portfolio management. Completion of the course assists the students in preparing for the CFA Level I examination.
Prerequisite: FN 315 (Investments and Instructor Permission)
MANAGEMENT

The Management major is a broad-based degree program enabling students to understand how organizations operate in the contemporary global environment. Management majors acquire an understanding of the external environment of business and how it affects the internal activities of an enterprise.

Drawing on management theory as well as current business practices, students develop knowledge, skills and competencies that will enable them to assume positions in a wide variety of industries and organizations. The Management curriculum places special emphasis on personal ethical accountability and corporate social responsibility. In addition to coursework in business disciplines such as accounting, economics, finance, law, marketing, management information systems and operations management, students complete management courses that explore how resources—whether human, information, technology, knowledge or materials—all strategically combine to achieve the goals of an organization. The communication, teamwork and leadership skills needed in managerial roles are emphasized across the curriculum. Students also choose a four-course concentration in one of four areas. An internship from any Business school major is required.

Faculty

JEANINE ANDREASSI, PH.D.
Associate Professor

STEPHEN M. BROWN, ED.D.
Professor

MICHAEL CARRIGER, PH.D.
Assistant Professor

VALERIE CHRISTIAN, M.B.A.
Assistant Professor

ANDRA GUMBUS, ED.D.
Professor, Chair

GRACE CHUN GUO, PH.D.
Assistant Professor

LEANNA LAWTER, PH.D.
Assistant Professor

ROBERT MARSH, PH.D.
Associate Professor

MARCUS MUELLER, PH.D.
Assistant Professor

RICHARD L. PATE, JD
Associate Professor

TUVANA RUA, MA, MBA, PH.D.
Assistant Professor

JING’AN TANG, PH.D.
Associate Professor

MARY G. TREFRY, PH.D.
Associate Professor

CHRISTOPHER YORK, JD
Clinical Assistant Professor

MICHAEL ZHANG, DBA
Associate Professor

Major in Management

All Management students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (30 - 32 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE

BU 121 Introduction to Business
### College of Business Core Curriculum (24 Credits + 15 Required Supporting Credits + A 12 Credit Minor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 221</td>
<td>Financial Accounting and Reporting</td>
</tr>
<tr>
<td>AC 222</td>
<td>Managerial Accounting and Control</td>
</tr>
<tr>
<td>MGT 101</td>
<td>Organizational Management</td>
</tr>
<tr>
<td>MGT 231</td>
<td>Legal and Ethical Responsibilities in Business I</td>
</tr>
<tr>
<td>MGT 375</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MGT 401</td>
<td>Business Policy</td>
</tr>
<tr>
<td>FN 215</td>
<td>Financial Management</td>
</tr>
<tr>
<td>MK 201</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

### Other Courses in Major (15 Credits Plus 9 Management Electives or a Minor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 202</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MGT 278</td>
<td>International Business</td>
</tr>
<tr>
<td>MGT 403</td>
<td>Management and Business Communication Skills</td>
</tr>
<tr>
<td>IS 272</td>
<td>Dynamics of Information Technology</td>
</tr>
<tr>
<td>MGT 390</td>
<td>Internship</td>
</tr>
<tr>
<td>Management Elective</td>
<td></td>
</tr>
<tr>
<td>Management Elective</td>
<td></td>
</tr>
<tr>
<td>Management Elective</td>
<td></td>
</tr>
</tbody>
</table>

### Required Supporting Courses (Taken as Part of University Core)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>EC 203</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>MA 133</td>
<td>Elementary Statistics with Business Applications</td>
</tr>
</tbody>
</table>

### Minors for Management Majors (12 Credits)

**Choose from:**

**Human Resources Management**
- MGT 207 Management of Human Resources
- MGT 334 Human Resources Law
- MGT 299 Survey Design and Data Analysis
- MGT 370 Global Leadership

**Global Business Management**
- MGT 203 Cross-Cultural Relations
- MGT 370 Global Leadership
- MGT 233 International Business Law
- MGT 364 Negotiations

**Small Business Management and Entrepreneurship**
- MGT 373 Launching a New Business
- MGT 299 Social Entrepreneurship OR
- MGT 232 Advanced Business Law
- MGT 364 Negotiations
- MGT 374 Small and Family Business Management

### Minor in Business for Non-Business Majors

The minor in Business Administration requires the completion of 15 credits.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 221</td>
<td>Financial Accounting and Reporting</td>
</tr>
<tr>
<td>MGT 101</td>
<td>Organizational Management</td>
</tr>
<tr>
<td>MK 201</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>EC 202</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>FN 215</td>
<td>Financial Management</td>
</tr>
</tbody>
</table>
GLOBAL BUSINESS MANAGEMENT FOR NON BUSINESS MAJORS (15 CREDITS)

MGT 101 Organizational Management
OR
BU 121 Introduction to Business
and
MGT 203 Cross Cultural Management
MGT 370 Global Leadership
MGT 278 International Business

Choose One of the Following:

MGT 299 Doing Business In China
MGT 364 Negotiations
MGT 299 Asian Comparative Management
MGT 390 International Internship
OR 1 Foreign Language Course
OR 1 Study Abroad Course

HUMAN RESOURCE MANAGEMENT FOR NON BUSINESS MAJORS (18 CREDITS)

MGT 101 Organizational Management
OR
BU 121 Introduction to Business
and
MGT 202 Organizational Behavior
MGT 207 Management of Human Resources
MGT 334 Human Resource Law
MGT 370 Global Leadership
MGT 299 Survey Design and Data Analysis

SMALL BUSINESS MANAGEMENT AND ENTREPRENEURSHIP FOR NON BUSINESS MAJORS (15 CREDITS)

MGT 101 Organizational Management
OR
BU 121 Introduction to Business
and
MGT 373 Launching a New Business
MGT 374 Small and Family Business Management

MGT 299 Social Entrepreneurship or
MGT 232 Advanced Business Law
MGT 364 Negotiation Skills

Business Course Descriptions

BU 121 Introduction to Business
3 CR
Students in this course will learn the foundations of entrepreneurship and business management. Students will identify business opportunities and work in teams to plan to create a product or service. Business plans, marketing, and financing the business will be covered. Business focused oral and written communication skills are analyzed and practiced. The Final deliverable will be a business pitch to a panel of investors.

MGT 101 Organizational Management
3 CR
An interdisciplinary study of the management of organizations and decision-making, utilizing behavioral and quantitative approaches. Topics include: decision-making, motivation and behavior, leadership, group behavior, organizational change, planning, control and allocation of resources. These topics are addressed against a backdrop of management responses to issues of ethics, social responsibility, and globalization. Lecture and case study format.

MGT 202 Organizational Behavior
3 CR
Organizational behavior is about people and how they act and interact, mostly as members of groups. Current theories of organizational behavior are examined through the use of self-administered tests, experiential exercises, discussion and case analysis.
Prerequisite: MGT 101
MGT 203 Cross-Cultural relations
3 CR
Being able to work well with people from other cultures, both outside and inside your country, is vital in the changing global environment. Cultural sensitivity and awareness of different perceptions, values, and traditions are important individual skills. Many people identify with more than one culture, adding to the complexity of cross-cultural relations. In this course students learn to be alert to possible cultural differences. Students come to understand these differences and learn not to rely on self-referential criteria.

MGT 207 Management of Human Resources
3 CR
Explores the contemporary human resources function and basic processes involved in the recruitment, selection, training, development, and evaluation of an organization's human resources. Additional topics include today’s emphasis on talent management as well as legal issues in HR management, labor relations, performance assessment and improvement, career paths, termination, compensation and benefit systems and managing diversity.
Prerequisite: MGT 101

MGT 231 Legal and Ethical Responsibilities in Business
This is a survey course. The objective of this class is to learn to apply legal and ethical principles to managerial related problems. The course provides a general study of areas of laws pertinent to business, including tort law, contract law, employment law, criminal law and constitutional law. The student is expected to learn to identify legal issues and consider the ethical implications of his or her solution or decision.

MGT 232 Advanced Business Law
3 CR
Provides an advanced survey of law adapted to the business environment. Areas of study include the uniform commercial code, agency law, business organizations, property law, securities law, secured transactions law and bankruptcy law.
Prerequisite: MGT 231

MGT 257 Business Ethics
3 CR
Investigates the ethical questions that arise in normal business situations. The case study method is used to examine topics such as justice and the market system, whistle-blowing, trade secrets and conflict of interest, privacy, discrimination and affirmative action, marketing, safety and employment issues. Special emphasis is given to ethics as it relates to finance, corporations and international business.
Prerequisites: PH 101 and MGT 101

MGT 278 Principles of International Business
3 CR
Surveys the scope of international business with special emphasis on various environments including political, economic, legal, technological, and socio-cultural. Also discusses the managerial process of planning, organizing, controlling, and leading in a global context, and its application to achieve success in international business.
Prerequisite: MGT 101

MGT 299 Special Topics in Management
3 CR
Designates new or occasional courses that may or may not become part of the department’s permanent offerings. Courses capitalize on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc. Prerequisites are established by the department as appropriate for the specific course. Consult the current course schedule for available topics and current prerequisites.
MGT 299 Social Entrepreneurship: Creating Businesses for Social Change
This course will introduce the student to social entrepreneurship. Social entrepreneurship focuses on developing sustainable business solutions to social problems at a micro-level which can be replicated on a large scale. The course will focus on introducing students to current global movements and the social forces driving current social enterprises and understand the mechanisms other social entrepreneurs are using to create successful social enterprises. Students will develop a business concept which addresses how best to solve some of the most pressing global issues confronting people today.

MGT 299 Survey Design and Data Analysis
This project based learning course provides an overview of surveys used by organizations for various reasons, with a focus on a Human Resource application - employee attitudinal surveys. The course includes instruction on survey design and practical application on how to convert organizational concerns into questions that provide meaningful answers. In groups, students will act as consultants and work with an actual client to design and develop a survey, communicate objectives, administer the survey, analyze and interpret the results using statistical analysis, deliver results and transfer the results into action planning.

MGT 299 Doing Business In China
This course offers an interdisciplinary approach to the study of essential components pertinent to doing business in China. Students will learn about the Chinese language and culture as well as China’s history, politics and economic systems. Contemporary issues such as guanxi, entry strategies and intellectual property are some of the topics covered. The course includes 8 weekd of instruction on the main campus and a 10 day study tour in China. During the tour, students visit local businesses and learn first hand.

MGT 304 Decision Making in Business
3 CR
This course gives students an opportunity to explore business decision-making tools and to apply them to business problems. Students will work in teams on complex problems facing managers and make decisions and recommendations for actions. Students are required to spend time outside of class to research information and work with team members.
Prerequisites: BU 201, FN 215, MA 133

MGT 333 International Business Law
3 CR
A general survey of international law including treaties and international organizations. Topics include: the European community, WTO, U.S. trade policy, international contracts and international payment mechanisms.
Prerequisite: MGT 231

MGT 334 Human Resources Law
3 CR
A survey of the laws which create, regulate and terminate the relationship between the employer and the employee, including contract law, federal and state anti-discrimination statutes, wage and hour statutes, and other applicable law. With a micro analysis of the life of an employee complaint, from internal filing to litigation.
Prerequisite: MGT231

MGT 344 Junior Achievement
1-3 CR
Junior Achievement is an experiential course for junior and senior Management students. The course is a variable credit course, such that students can complete up to 3 credits. The course will require students teach the Junior Achievement Business curriculum, including but not limited to financial literacy, developing a business plan and entrepreneurship, at high schools in the community in a seven to 10 week
format based on the program they will be volunteering in. The course is designed to have students apply concepts they learn in the Business Administration program to their teachings, and it will help students strengthen their presentation skills while encouraging them engage in community service.

**MGT 364 Negotiations**
This course explores the major concepts and theories of bargaining, negotiation, and mediation and the dynamics of interpersonal and inter-group conflict and its resolution. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings and to help students develop the abilities to analyze bargaining and conflict relationships while learning about their own individual approaches to handling conflicts. Emphasis is placed on supervised practice of negotiation and mediation skills in simulated settings.

**MGT 370 Global Leadership**
3 CR
Global business means political, economic and socio-cultural interdependence and the linkages among politics, economics, cultural traditions, industries and regional trading blocs create an environment of change and uncertainty. It is in this changing environment that business leaders must learn to operate successfully. This course introduces students to global leadership and its development and is designed for students who want to work effectively with people from various cultures. The content and skills taught in this course provide tools for students to lead more effectively in today’s’ more integrated global economy.

**MGT 373 Launching a New Business**
3 CR
Students utilize their skills in various business disciplines to explore the passion of creativity. The course enables students to conceptualize and pursue the development of a new idea or concept or the improvement/new application of an existing product or service. Students utilize their knowledge of the market and competitive landscape, research, financial models, and management skills to determine the feasibility of a project and evaluate risk and the process of raising venture or risk capital.

Prerequisites: MGT 101, FN 215 and junior or senior standing

**MGT 374 Small and Family Business Management**
3 CR
This course introduces the student to the challenges, opportunities and rewards of owning a small business and provides the tools needed to be successful from startup through growth. The course is also directed to students who will enter into the management of family businesses, either their own family’s or someone else’s, and who will do business with family firms, consult to them, work with them in private wealth management, mergers and acquisitions, banking, consulting, outsourcing, etc.

Prerequisites: BU 201

**MGT 375 Operations Management**
3 CR
This course serves as the introduction to the operations function of business. All organizations, for profit or not-for-profit, manufacturing, processing, or services, have operations as their central function. Despite their diversity, these organizations share common objectives and problems; in most cases, the same principles can be applied to help manage the operations. Major topics include determining operations strategy and objectives, planning the operations process, controlling operations, and managing its quality. The course introduces concepts to help understand how operations are organized and how operations decisions affect virtually every aspect of the firm.

Prerequisites: BU 201 and MA 133
MGT 378 Women In the Workforce
Explore the progression of women as a vital part of the United States workforce and the resulting social issues which arose from this change. The course will focus on three key areas: the history of women in the workforce, both as domestic workers and as modern industrialized worker; the social issues which arose as women became an integral part of the workforce; and the modern issues facing women today as they enter the workforce and pursue their careers. Additionally, this course will examine the underlying reasons resulting from gender roles as they relate to work related issues.

MGT 390 Internship
3–9 CR
Students are directly involved in various dimensions of business. Emphasis is on the practical application of business principles and skills to a specific industry or organization. An on-site business professional supervises students.
Prerequisites: junior or senior status plus permission of the internship coordinator and department chairperson

MGT 399 Independent Study
1–3 CR
Students work on a special topic under the direction of an instructor. Permission of the instructor and department chairperson is granted to qualified Business majors on the basis of a written proposal from the student.

MGT 401 Business Policy
3 CR
Explores the formulation and administration of policy, integration of the various specialties of business and development of an overall management viewpoint.
Prerequisite: senior standing

MGT 403 Management and Business Communication Skills
3 CR
Explores supervisory skills required to effectively manage and deal with people in the workplace. Emphasis is on strategic human resource issues of recruiting and managing to retain talent. Includes skill-building applications to practice supervisory skills such as interviewing, providing feedback, resolving team conflict, dealing with emotional behavior, and managing terminations. Business communication skills focus on effective written and oral communication used in business settings and in formal and informal presentations at work.
Prerequisite: MGT 202
MARKETING

The Marketing major provides an opportunity for students to not just develop the knowledge and skills required of today's marketing professionals but also the business acumen to negotiate the global business environment. The curriculum of the Marketing major is a well-balanced course of study with a common business knowledge core and specialized courses that provide an understanding of a multitude of topics within the marketing discipline. Within the curriculum students learn to develop new and unique marketing opportunities, think independently, communicate effectively, and appreciate the impact of marketing on their own and other cultures. Graduates in the Marketing major should be well prepared and positioned to achieve increasingly higher levels of marketing management positions in corporations, marketing agencies, or entrepreneurial enterprises.

Faculty

TEMO LUNA-NEVAREZ, PH.D.
Assistant Professor

ENDA F. MCGOVERN, PH.D.
Associate Professor

PETER A. MARESCO, PH.D.
Clinical Associate Professor

ANCA MICU, PH.D.
Associate Professor

JOSHUA A. SHUART, PH.D.
Associate Professor, Chair

DAVID G. TAYLOR, PH.D.
Assistant Professor

Major in Marketing

All Marketing students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (54–56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)
BU 121   Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)
AC 221   Financial Accounting and Reporting
AC 222   Managerial Accounting and Control
FN 215   Financial Management
MGT 201   Organizational Management
MGT 231   Legal and Ethical Responsibility in Business
MGT 401   Business Policy
MK 201   Principles of Marketing

OTHER COURSES IN MAJOR (24 CREDITS)
MK 270   Consumer Insights Using Technology
IS 272   Dynamics of Information Technology
MK 362   Marketing Research
MK 320   Consumer Behavior
MK 425   International Marketing
MK 430   Marketing Management
MK 390   Marketing Internship

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)
EC 202   Principles of Microeconomics
EC 203   Principles of Macroeconomics
MA 133   Elementary Statistics with Business Applications
An additional 6 credits of marketing electives are required. Three credits from marketing electives may be applied toward a minor in digital advertising, fashion marketing and merchandising, or sport marketing if the student chooses to pursue a minor. Minors are encouraged, but not required, for students majoring in Marketing.

Additional electives necessary to complete degree requirements.

**Minor in Marketing**

The minor in Marketing requires the completion of 18 credits.

**REQUIRED COURSES**

- MK 201  Principles of Marketing
- MK 362  Marketing Research
- MK 320  Consumer Behavior
- MK 425  International Marketing
- MK 334  E-Marketing
- **or** MK 235  Digital Advertising
- MK elective

**Minor in Digital Marketing**

The minor in Digital Marketing requires the completion of 15 credits.

**REQUIRED COURSES**

- MK 201  Principles of Marketing
- MK 334  e-Marketing Strategy
- MK 335  Digital Advertising
- MK 238  Software Tools for Design
- MK 236  Media Planning OR
- **or** MK 237  Social Media

**Minor in Fashion Marketing & Merchandising**

The minor in Fashion Marketing & Merchandising requires the completion of 15 credits.

**REQUIRED COURSES**

- MK 201  Principles of Marketing
- MK 240  Fashion Marketing
- MK 310  Retailing and Merchandising
- **or** MK 335  Digital Advertising
- MK 350  Fashion Brand Marketing
- MK 360  Marketing Integration: Textiles & Fashion

**Marketing Course Descriptions**

**MK 201 Principles of Marketing**

3 CR

Investigates the components of the marketing mix. A managerial approach is employed and case studies supplement each area of exploration. Topics include: customer behavior, product policy, channels of distribution, advertising and promotion, price policy, marketing programs and the legal aspects of marketing.

**MK 205 Advertising**

3 CR

Analyzes advertising from the managerial viewpoint of its relationship within the marketing mix. Examines social and economic aspects of advertising, practices and issues, analysis of media, the communications function, creative aspects including art and copy, and measures of effectiveness.

Prerequisite: MK 201

**MK 237 Social Media Marketing**

3 CR

This course provides the practical knowledge
and Insights required to define objectives and strategies of social media marketing, identify and properly select the social media tools to engage consumers, and effectively evaluate and measure the results of these efforts. Topics include: infrastructure of social medias, social media platforms, social media marketing strategy, social media marketing mix, social communities, social publishing, social entertainment, social commerce, social media for consumer insights, and social media metrics.

Prerequisite: MK 201

MK 238 Software Tools for Design
3 CR
This course offers a practical application of graphic design concepts for marketing objectives. Students will learn to manipulate scanned images and digital photographs in preparation for publication layout and design, to create single and multipage marketing publications (e.g., brochures, advertisements, flyers), and to design and publish commercial websites. The course provides students with hands-on experience in the use of state-of-the-art design tools such as Photoshop, InDesign (Publisher) and Dreamweaver.

Prerequisite: MK 201

MK 240 Fashion Marketing
3 CR
Examines the history, evolution, and business of fashion from the 19th century to the present. Focus is on the marketing of fashion apparel from the development of product line to distribution through multiple retail channels and purchase by targeted consumers. Advertising and promotional strategies will also be examined.

Prerequisite: MK 201

MK 270 Customer Insights Using Technology
3 CR
Provides students with a working knowledge of resources and tools available to marketing professionals. It examines databases, analytics, metrics, software and techniques applied by marketers to transform data into useful formats for the strategic decision-making process. Contents focus on technology tools for segmentation, target marketing and positioning, media selection, market share and estimation, sales forecasting and other analyses. It requires extensive use of Excel spreadsheets, the Internet, public and professional databases, specialized software and other technology resources.

Prerequisite MK 201

MK 299 Special Topics in Marketing
3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

Prerequisite: MK 201

MK 310 Retailing and Merchandising
3 CR
Studies history and development of the retail function and its relationship to the wholesaler and manufacturer. Topics include: store management, the buying function, elements of style and fashion, pricing policies, customer relations, store location and sources of supply. Examines retail mathematics including markup, markdown and turnover.

Prerequisite: MK 201

MK 320 Consumer Behavior
3 CR
Explores various fields of knowledge necessary to understand marketing behavior. Materials from psychology, sociology, cultural anthropology and history are used in conjunction with marketing problems.
Examines consumers in terms of both individual and group buying behavior patterns; the consumer’s process of arriving at buying decisions is appraised at both the retail and non-retail levels.
Prerequisite: MK 201

**MK 334 E-Marketing**
3 CR
This course is designed to provide students with a comprehensive understanding of e-marketing and its role in the global economy. Topics include: the role of e-business in the global economy, e-business models, privacy/security issues, payment systems, social networking sites, logistics and delivery, integration of online and offline channels and related topics. Students will learn how to develop new e-business ideas, create a business plan, select technologies, develop a website and market an e-business and its products or services. Students will have an opportunity to apply their knowledge through hands-on exercises, cases and/or project assignments.
Prerequisite: MK 201

**MK 335 Digital Advertising**
3 CR
This course is an introduction to the rapidly evolving and dynamic digital advertising sector (e.g. search, display, social, and mobile advertising). Recent changes in consumer behavior and opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing communications function are examined. The course also includes discussion of current metrics used to gauge the effectiveness of digital advertising.
Prerequisite: MK 201

**MK 336 Media Planning**
3 CR
This course will explore different classes of media (traditional mass media, new media, nontraditional media and specialized media), examine the respective role each can play in delivering a brand’s message to the targeted consumer market and how to create, evaluate and execute the media plan.
Prerequisite: MK 201

**MK 350 Fashion Brand Marketing**
3 CR
This course encompasses the history, development, and process of brand marketing in the fashion industry. The array of national, designer, private label, store and corporate brands, their background, and developmental strategies will be covered. Through the understanding of brand elements, brand equity and brand communications, the student will create a positioning brief, and launch their own fashion brand as a final project. In addition, this course will examine brand global expansion through such vehicles as licensing and franchising.
Prerequisite: MK 201, MK 240

**MK 360 Marketing Integration: Textiles and Fashion**
3 CR
Encompasses the processes involved in global supply chain management and integration from a raw material base to finished apparel. By understanding the building blocks of fiber, yarn, weaving, knitting and color penetration systems, the student will understand what is essential in making decisions concerning aesthetics, cost, care and wearability of fashion apparel. This course is essential for any student who wishes to enter, and manage, in the fields of apparel merchandising, marketing and design.
Prerequisite: MK 201, MK 240

**MK 362 Marketing Research**
3 CR
Explores principal areas and methods of marketing research including mail, diary, panel, phone and the personal interview. Various types of research are analyzed with emphasis on the information gathering.
function of research as a means to more effective business decision-making.

Prerequisite: MK 201

**MK 390 Marketing Internship**

3-9 CR

Students are directly involved in various dimensions of marketing management. Emphasis is on the practical application of marketing principles and skills to a specific profit or non-profit enterprise. On-site marketing professionals supervise students.

Prerequisites: MK 201 and permission of the Marketing internship coordinator.

**MK 399 Independent Study**

1-3 CR

Directed study of a specific, well-defined marketing topic. Permission of the instructor and departmental chairperson is granted to qualified Marketing majors on the basis of a written proposal from the student.

Prerequisite: MK 201

**MK 425 International Marketing**

3 CR

Provides a broad-based understanding of the challenges, opportunities and problems associated with international marketing. Emphasis is on understanding other cultures and current events and how they affect international marketing. Classroom work is supplemented with case studies, current readings, videos and speakers who are active in the field.

Prerequisite: MK 201

**MK 430 Marketing Management**

3 CR

Studies the effective management of the marketing mix. The case approach assists in viewing the marketing manager's efforts as coordinated with the contributions of the firm's segments. Provides understanding of marketing decision-making as being wholly related to the firm's goals, with a view to the larger context of society itself.

Prerequisite: MK 201
SPORT MANAGEMENT
The increasing complexity, globalization, and influence of media and technology on sport business underscore the importance of specific and dynamic preparation for sport management professionals. The Sport Management curriculum emphasizes the unique management, business, and legal principles and practices necessary to succeed in a dynamic global industry. The Sport Management major prepares professionals who are self-directed in their learning, critical thinkers and problem-solvers, interdisciplinary in their approach, and capable of effectively managing complex sport enterprises and marketing sport-related services and products to diverse markets.

Faculty
JOHN T. GERLACH, MBA
Associate Professor
DOUGLAS LILLY, J.D.
Instructor
RICHARD A. LIPSEY, MBA
Instructor
JAMES P. SANTOMIER, JR., PH.D.
Professor
JOSHUA A. SHUART, PH.D.
Associate Professor, Chair

Major in Sport Management
The Sport Management curriculum provides a theoretical and skill-based framework in core business disciplines, functional business skills, and in specific sport business areas. Focus is on the financial, marketing, media, legal and ethical dimensions of sport business. The program provides students with opportunities to pursue U.S. based and international internships.

The Sport Management major requires completion of 54 major credits plus 12 credits in related supporting courses.

SACRED HEART UNIVERSITY CORE CURRICULUM (54–56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)
BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)
AC 221 Financial Accounting and Reporting
AC 222 Managerial Accounting and Control
BU 231 Legal and Ethical Responsibility in Business
FN 215 Financial Management
MGT 201 Organizational Management
MGT 401 Business Policy
MK 201 Principles of Marketing

OTHER COURSES IN MAJOR (24 CREDITS)
IS 272 Dynamics of Information Technology
SM 255 Sport Sponsorship
SM 206 Sport Enterprise Management
SM 235 Sport Law
SM 243 Sport Finance
SM 245 Sport Media
SM 265 Sport Marketing
SM 305 Sport Sponsorship
SM 391 Sport Management Internship

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)
EC 202 Principles of Microeconomics
EC 203 Principles of Macroeconomics
MA 133 Elementary Statistics with Business Applications
SPORT MANAGEMENT ELECTIVES  
(6 CREDITS)

Choose from:
- SM 281  Sport Venue and Event Management
- SM 283  Sporting Goods Industry
- SM 382  Sport New Media
- SM 299  Special Topics in Sport Management

Minor in Sport Management
The minor in Sport Management requires the completion of 15 credits

REQUIRED COURSES
- MK 201  Principles of Marketing
- SM 206  Sport Enterprise Management
- SM 305  Sport Sponsorship
- SM 265  Sport Marketing
- SM Elective

Course Descriptions

SM 206  Sport Enterprise Management
3 CR
Examines principles and foundations of sport management and how the functions of planning, organizing, leading, and directing apply to the sport enterprise. Focus is on the application of core management principles, including ethics. The course provides a basis for understanding the development and governance of the sport industry and for addressing contemporary problems and issues. Students develop a model of management designed to achieve the goals of the sport enterprise.
Prerequisite: BU 201

SM 235  Sport Law
3 CR
Explores the application of legal principles to the sport industry and provides basic knowledge of a wide range of legal statutes that relate to various dimensions of sport business. Major focus is on a review of judicial opinions in the areas of tort liability (risk management), agency and contract law, labor and employment law and antitrust issues that frequently have been addressed in cases involving sport enterprises.
Prerequisite: SM 206

SM 243  Sport Finance
3 CR
Examines the application of financial methods and procedures for the sport enterprise. Focus is on understanding the development and management of enterprise budgets and financial strategies, including debt service, ticket and concession sales, corporate sponsorship and licensed sport merchandise. Examines financial challenges related to current and future sources of revenue for the sport enterprise.
Prerequisites: FN 215

SM 245  Sport Media
3 CR
Examines the critical business principles and fundamentals related to the mass media in sport and the delivery mechanisms that drive growth in the industry. A special focus of this course are the media rights deals in U.S. and international sports leagues, especially for broadcast. The course also covers the following: media ethics; sports heroes in the media; race, ethnicity & diversity; digital media strategies and deals; and a focus on the finances behind some of the world’s most popular sporting events.
Prerequisite: SM 206

SM 265  Sport Marketing
3 CR
Analyzes how marketing, promotion and public relations principles apply to the sport industry. Explores issues in marketing of the sport enterprise, sport-related events and venues and, products and services. Focus is
on the marketing of sport as a product and on the marketing of non-sport products and services using sport as a promotional tool. Addresses unique challenges and limitations as well as new trends in sport marketing.
Prerequisites: SM 206 and MK 201

**SM 281 Sport Venue and Event Management**  
3 CR  
Examines principles and fundamentals of managing and financing sport and entertainment venues. Focuses on developing knowledge and skills necessary to develop, design and manage sports, recreation and health/fitness facilities. Emphasizes design analysis, operations and event management. Includes site visits.
Prerequisite: SM 206

**SM 283 Sporting Goods Industry**  
3 CR  
Examines the history, foundations, organization, management and future of the sporting goods industry. Designed specifically for individuals interested in a career in the sporting good industry and focuses on understanding the development of core dimensions of the industry, including market structure, sporting goods manufacturers, marketing strategies and channel distribution and sporting goods e-commerce. The course emphasizes problem solving and developing critical thinking skills within the context of the sporting goods industry.
Prerequisite: SM 206

**SM 299 Special Topics in Sport Management**  
3 CR  
Designates new or occasional courses that may or may not become part of the department’s permanent offerings. Courses capitalize on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student’s transcript. Consult the current course schedule for available topics and current prerequisites.
Prerequisite: SM 206

**SM 305 Sport Sponsorship**  
3 CR  
Examines the unique dimensions of corporate sponsorship. Emphasis is placed on proven sponsorship sales techniques, the dynamics of selling sport sponsorships, and on an analysis of the global sponsorship market and the necessary steps needed to generate sponsorships revenues for sports events. Insights into creating a sponsorship inventory, research base, and sales plan are provided.
Prerequisite: SM 265

**SM 382 Sport New Media**  
3 CR  
Examines the relationship between new media and the sport industry, including broadband, wireless, mobile technologies, sport websites, streaming video, audio, iTV, podcasting, e-commerce, and online marketing. Focus is on the relationship of new media to current trends in sport marketing, sponsorship, broadcasting, UGC, CRM, etc. Emphasizes developing critical new media-related skills, including web page design.
Prerequisites: IS 272, SM 265; Recommended SM 245

**SM 390 Sport Management Internship**  
3–9 CR  
Students are directly involved in various dimensions of managing the sport enterprise. Emphasis is on the practical application of management and marketing principles and skills to a specific sport business. On-site sport management professionals supervise students.
Prerequisites: SM 206 and permission of the Sport Management internship coordinator.
University College

MARY LOU DEROSA, MBA
Vice Provost, Special Academic Programs

University College brings Sacred Heart University's resources and programs to part-time students and to the community. Bachelor's degrees in General Studies and Professional Studies and Associates degrees in General Studies are offered through University College.

University College administers the AHEAD (accelerated format) Terms, Summer Sessions, Winter Intersession, English as a Second Language, the Center for Financial Education (CFE), the Pre-College Program, Upward Bound, and the Minority Scholars Program. The campus in Stamford is home to the Center for Financial Education, and graduate studies.

A major objective for the college is to maintain and expand its position as the regional leader in providing learning opportunities to 21st century students. University College develops, markets and delivers certificate and degree programs. It is responsive to the education needs of business, social service, professional and governmental organizations. University College is an admissions office as well as the office for academic advising for undecided PTUG majors, General Studies majors, and Professional Studies majors.

Admissions Process for Part-Time Study

All part-time undergraduate day, evening, weekend, visiting, and summer/winter intersession students are admitted through University College. Part-time students seeking admission to Sacred Heart University do not need prior college experience to begin their studies and standardized tests are not required.

All applicants for admission through University College must submit an official high school transcript or equivalent. Students who have an Associate's degree must provide an official transcript with notation of degree. An official transcript must be received and evaluated before acceptance can be complete. After receiving acceptance into a degree program, the student will review the individualized plan of study with an advisor.

All admissions requirements must be fulfilled prior to being awarded financial assistance. A prospective student may be issued an “in-process status” and may register for classes. All students must be in compliance with state law before registering. For information regarding immunization requirements, contact the University's Health Services Office at 203-371-7838 or visit the Health Services website: www.sacredheart.edu/healthservices

New students should follow these steps: For all non-native English speakers, an official English language proficiency examination is required. The following minimum scores are accepted:

- TOEFL PBT: 570
- TOEFL iBT: 80
- IELTS: 6.5
- MELAB: 80 (proctored on-site at SHU)
- PTE: 62
- iTEP: 5
- Cambridge Certificate in Advanced English (CAE): 5.5
- Cambridge Certificate in Proficiency in English (CPE): 5.5

Correspondence should be directed to:
University College
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
Phone: 203-371-7830
Fax: 203-365-7500
www.sacredheart.edu/uc
First-Time Students

- Schedule an appointment to meet with an academic advisor.
- Complete an application form and submit with the non-refundable application fee. The application form is available online at www.apply.sacredheart.edu
- Submit an official high school transcript or GED
- You may register with an advisor’s signature as an in-process student prior to our receipt of your application requirements.

Transfer Students

- Fax an unofficial copy of your college transcript(s) to University College at 203-365-7500. The advisor will do a preliminary evaluation of all transfer credits prior to your appointment if possible.
- Schedule an appointment with a University College advisor.
- Complete an application form and submit with a non-refundable application fee. The application form is available online at www.sacredheart.edu/ucadmissions.
- You may register with an advisor’s signature as an in-process student prior to our receipt of your application requirements.
- An official transcript must be received and evaluated before acceptance can be complete.

Visiting Students

- Confirm with your college that they will accept Sacred Heart University credits.
- Visiting students are required to have completed all prerequisites.
- Contact University College regarding class availability.
- Complete the online Visiting Student Form.
- Bring your registration form to University College or fax it to 203-365-7500. There is a non-refundable registration fee per semester.

Registration is ongoing.

Specialized Services and Programs of University College

ACADEMIC SERVICES

Academic Services are designed to assist part-time students in establishing and achieving educational goals. Services include pre-admission and new student advisement, degree planning information, academic support and referral. Academic support assistance includes major options and declaration, early and mid-term assessment indicators, course selection and registration.

As a Yellow Ribbon school, University College provides special support services and advisement for veterans: www.sacredheart.edu/veterans

The Jandrisevits Learning Center provides academic support to all SHU students with special focus on math, writing, study skills and some content areas. Through a variety of teaching modalities such as tutoring, the CLA (Classroom Learning Assistants) program and workshops, the JLC empowers students with concrete learning strategies to promote self-directed learning.

PRIOR LEARNING ASSESSMENT

Recognizing that higher education also occurs outside the classroom, the University awards academic credit to students for what they have learned through life and/or work experience in very exceptional circumstances. This experience can be the result of self-education, professional
certification, in-service training programs, volunteer work or management work. Refer to the website for current policies. For additional information on the Prior Learning Assessment program, contact University College at 203-371-7830.

Sacred Heart University offers the Nursing student the opportunity to take EXCELSIOR exams in Anatomy and Physiology I and II, and the National League for Nursing (NLN) challenge exam in Microbiology. For additional information concerning these exams, contact the Nursing Programs Office at 203-371-7715.

CAREER COUNSELING SERVICES
Professional staff members work with students to assess abilities and interests in order to formulate a potential study plan. Emphasis is on planning for life. Services are offered to identify and establish career goals, address current career issues and research new options. In-depth career consultation, testing, résumé writing and employment search assistance are available on an appointment basis.

ENGLISH AS A SECOND LANGUAGE (ESL)
The English Language Institute at Sacred Heart University, offers an accredited full time Intensive English Language program to prepare students for their successful study an American academic institution.

Full-time ESL students enroll in eight-week sessions, taking a cluster of oral communication, written communication, pronunciation and service learning, totaling 22 hours per week.

Placement in the noncredit pre-academic intensive English Language Program, is determined by the English Placement Test and the student’s language profile. Students who successfully complete their ESL classes at the Sacred Heart English Language Institute are not required to take another proficiency test to enroll in other degree programs at Sacred Heart University. Admission to the English Language Institute does not guarantee admission to the University. The program runs five semesters per year.

For more information regarding the program, contact the Director at 203-365-7528. ESL classes are offered on the Fairfield.

Please see our website for further information: www.sacredheart.edu/esl

UPWARD BOUND
The Upward Bound Program had been operating on the campus for 26 years and has assisted more than 1500 Bridgeport high school students.

It provides fundamental instruction, support and remediation services in all academic areas. The program provides opportunities for low-income and first generation students to succeed in their pre-college performance and ultimately in their higher education pursuits. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

FINANCIAL ASSISTANCE SERVICES
The Office of Student Financial Assistance counsels part-time students regarding all of the options available to meet the cost of education. To be awarded financial aid, part-time students must be officially accepted and matriculated into a degree granting program. By combining grant money, government guaranteed loans, low fixed-interest loans, deferred payment plans, employer reimbursement opportunities, Veterans Administration eligibility programs, a plan will be designed for the specific requirements of each student.
Curricular Formats in University College

University College allows students to pursue undergraduate study in a variety of formats. Classes are offered at Sacred Heart University campuses in Fairfield and online. Students can elect from the following choices:

ACCELERATED CLASSES

Traditional collegiate study terms run anywhere from 15 to 18 weeks. Depending on the course, students can choose 5 1/2- or 7 1/2-week terms, with class meetings either once or twice per week, intensive sessions of varying lengths, or a weekend schedule. University College offers a variety of options for term formats.

AHEAD CLASSES

(Adults in Higher Education Working for Accelerated Degrees)

AHEAD is an accelerated scheduling format. The core curriculum is the same for all University majors; AHEAD courses are available to all part-time students. AHEAD terms provide the unique opportunity to complete an Associate or Baccalaureate degree program of study in an accelerated format. It consists of four terms per year. Each term is seven and one-half weeks in duration. Classes meet two nights per week for 2 hours and 15 minutes per night, or one night per week for 4 hours and 15 minutes.

ONLINE LEARNING

Sacred Heart University offers on-line and blended courses through Blackboard. Blackboard is the standard university Web-based courseware that enables faculty to deliver courses totally or partially online and to supplement a course with on-line material. Students must activate their Sacred Heart University network account and be registered for the course to have access to Blackboard course material and on-line applications.

Courses require that students work independently and interdependently with their instructor and with fellow students. A commitment to do this is required of the students in order to sustain their participation. Participants must maintain their own access to the Internet, with e-mail capability and have Microsoft Word or compatible word processing software.

TRADITIONAL SEMESTER STUDY

Part-time students who prefer standard course presentation and time intervals can elect to tailor their programs in the traditional format, both during the day, evening, and online. Many students take courses in a variety of formats, depending on subject, content and degree of difficulty.

WINTER INTERSESSION AND SUMMER SESSIONS

Students may take only one course during the Late Spring session and two courses during each of the summer sessions (Summer 1 session and Summer 2 session). Students are ordinarily limited to one course during each Winter Session.

PRE-COLLEGE SUMMER PROGRAM

Qualified rising high school juniors and seniors may take one freshman level course from our Pre-College course offerings and earn 3 credits toward their college degree. Course offerings may vary each summer. Contact 203-371-7942 for more information.

TASTE OF COLLEGE—LIFELONG LEARNER

Adults 62 years of age or older interested in lifelong learning may take college courses on a seat-available basis. Adults may take college courses at a reduced tuition per course. Selected course offerings vary each semester. Interested adults should contact 203-371-7830 for more information.

The Center for Financial Education

The Center for Financial Education was established on the Stamford Campus of Sacred Heart University to offer greater
Fairfield County opportunities for continuing education in the financial services area. The center assists the university in carrying out the mission of being “able to respond to an ever-changing world” and “combining education for life with preparation for professional excellence.”

Admission to the Financial Planning Certificate program is open to individuals with a baccalaureate degree in any discipline. Transfers from other board-approved programs are also welcome.

Offerings include:

- Financial Planning Certificate Program (CFP)
- Paralegal Certificate Program
- Advanced Paralegal Certificate Program
- Legal Secretary Certificate Program
- Legal Investigation Certificate Program
- Software Essentials for the Law Office Certificate Program
- Personal Injury Law for Paralegals Certificate Program

Professional Studies

The Professional Studies Degree serves as a career advancement step for professionals looking to obtain a Bachelor's degree. Building on the University’s core curriculum and the required Professional Studies major core, students will have the opportunity to pursue individual interests through a constellation of electives and a choice of three designated tracks. This degree serves to support student’s interest in assuming leadership roles within their organizations.

- Leadership Track
- Geriatric Health and Wellness Track
- Eco-Awareness and Sustainability Track

The degree is designed for current University undergraduate students who are seeking an interdisciplinary education, transfer students who wish to pursue degree completion, professionals holding an Associate’s degree and seeking career advancement and community college graduates who are interested in furthering their careers by expanding their knowledge in the interdisciplinary areas of communication, technology and management.

PROGRAM STRUCTURE

In addition to core requirements, students are required to fulfill 9 credits in each of three disciplines, Computer Science, Communications and Business for a total of 27 credits. A minimum of 15 credits is required in one of the tracks.

General Studies

The General Studies program was developed specifically for students interested in custom-designing their own multidisciplinary curriculum. It allows students to investigate areas of study that best serve their life and/or work situation. Students select courses from either one or two broad areas of study. With the help of a faculty advisor, a cohesive plan of study, which culminates in a project to synthesize the learning experience, is designed. Classes may be taken in any number of formats. There are a minimum of 120 credits required for the Bachelor Degree with no more than 27 credits in total from the Jack Welch College of Business.

PROGRAM STRUCTURE

Students select 36 major credits from either one or two broad areas of study plus a capstone project (3 credits). The broad areas of study are:

- Arts and Humanities
- Natural Science, Numerical and Symbolic Reasoning
- Professional Studies
- Social Science
A capstone project course is required at the end of the program to synthesize learning. In developing the General Studies major, students, with the help of a faculty advisor, formulate a comprehensive plan of study thus ensuring the pursuit of a meaningful program.

QUALIFICATIONS FOR ADMISSION
Admission to the General Studies program is open to individuals with a high school diploma or its equivalent. Students who already have transfer credits are also welcome. Credit through CLEP, DANTES and EXCELSIOR exams and through the Assessment of Prior Learning Program is also available.

Associate of Arts and Associate of Science Degree Programs
Associate Degrees are offered for students whose needs are best met by this degree or for students who may seek to further their education at a later time with a baccalaureate degree. The Associate degree programs fall in two general categories: Associate of Arts (AA) in General Studies degree, with specialties in 19 different fields, and career-based Associate of Science (AS) degrees in one field. In addition to the specialty courses, each program has its foundation within a liberal arts base.

ASSOCIATE OF ARTS DEGREE - GENERAL STUDIES PROGRAM
All Associate of Arts degrees are offered by University College. The candidate for the AA degree in General Studies must complete 60 credits, which include the AA Core Curriculum as well as an emphasis of not less than 15 credit hours and elective courses chosen in consultation with the student’s advisor. A minimum of 30 of these credits must be taken at Sacred Heart University, and a minimum cumulative GPA of 2.0 is required.

CORE CURRICULUM
The Core Curriculum for the AA degree provides the student with the opportunity to experience other disciplines, obtain a background for further study, and gain the knowledge to become a knowledgeable and educated human being.

Foundational Core
FYXX 125 First Year Seminar
FLO 125 The Art of Thinking
College Math

Effective 7/1/08, MA 006 will no longer count toward any degree, MA 101 or above unless otherwise specified; Many Business College programs require MA 133 (Statistics)
*A grade of C or better is required.

Common Core: The Human Journey
Sacred Heart University’s academic signature centerpiece, The Human Journey, is a coherent, integrated, and multidisciplinary study of the liberal arts and sciences and the Catholic Intellectual Tradition. See description of the Common Core: The Human Journey courses listed previously in this chapter.

Elective Core
To accomplish the elective core, students will complete the following: Humanities (3 credits), Social and Behavioral Sciences (3 credits), Natural Sciences (3 credits), Religious Studies/Philosophy (3 credits).

Emphasis
Credits range from 15-32, depending on the emphasis. Note: The required courses for each emphasis are listed under each college and department section. A grade of C or better is required in all emphasis courses. Area discipline courses cannot be used in above core areas. Areas of emphasis with required courses are:

Associate of Arts Degree
• Art
Credit Certificate Programs

Sacred Heart University offers credit certificate programs as a short-term goal and as a way to enhance students’ knowledge and skills in a particular area, by providing specialized in-depth instruction. Credits earned can be later applied to an associate or baccalaureate degree program.

PROGRAMS IN ARTS AND SCIENCES INCLUDE:

- Computer Science and Information Technology
- Computer Gaming, Design, and Development
- Interdisciplinary Certificate Program in Interactive Design

PROGRAMS IN THE JACK WELCH COLLEGE OF BUSINESS INCLUDE:

- Accounting

PROGRAMS IN THE COLLEGE OF HEALTH PROFESSIONS INCLUDE:

- Geriatric Health and Wellness
Procedures for Individuals Claiming Unlawful Discrimination or Harassment

Claims of harassment or discrimination are: (1) claims of violation of the University’s nondiscrimination policy, and (2) claims of violations of the University policy in opposition to harassment.

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination including harassment, under Title VI, Title IX, Section 504 of the Rehabilitation Act and the Age Discrimination Act.

An individual who believes that she/he has been discriminated against, including being harassed, may report the situation to the Executive Director for Human Resources who serves as the primary University officer responsible for Title VI, Section 504 of the Rehabilitation Act and the Age Discrimination Act. In the absence of the Executive Director or if the complaint is against the Executive Director, the report may be to the Vice President for Human Resources or any Vice President of the University. For Title IX complaints, reports should be made to the Title IX Coordinator, Leonora Campbell. Reports/complaints are to be filed within ninety (90) calendar days after the conduct complained of occurred or within the time the person reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.)

The report can be written or oral and should consist of the following:

- the specific conduct objected to,
- the date(s) and time(s) such conduct took place,
- the name(s) of the alleged harasser(s) or person(s) believed to be discriminating against them,
- the location(s) where the conduct occurred,
- the name(s) of any witness(es),
- action sought to remedy the situation,
- and any other details or information requested by the Executive Director or her/his designee.

In addition, the person should provide any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination or harassment.

Informal Procedure

Any individual who believes that she/he has been unlawfully harassed or discriminated against may, if she/he chooses to, attempt to resolve the situation through a discussion with the other party. If that is not practical, the individual should consult with the Executive Director for Human Resources or her/his designee. The purpose of this consultation is multi-fold.

The Executive Director or her/his designee will provide information and assistance to help the individual assess whether or not the behavior is harassing or discriminatory, will explain the University’s grievance procedure and provide guidance regarding the investigative procedure. There is no requirement that an informal resolution must be attempted by the complainant.

The individual may also request the Executive Director or her/his designee to attempt to facilitate a resolution of the grievance informally after investigating the matter. If the individual desires an informal resolution, the Executive Director or her/his designee will attempt to provide an informal resolution within twenty (20) working days of the receipt of the request.
Investigation of Complaints

Upon receipt of a complaint or report a prompt investigation will take place in a confidential manner so as to disclose information only to those who have a need to know or those who may have pertinent information. The respondent and witnesses will be interviewed. Disclosure of the complainant’s name will be made if in the judgment of the investigator it is necessary to the investigation. The investigation will be kept as confidential as possible without compromising the investigation.

The Executive Director or her/his designee (investigator) will determine whether there is a reasonable basis for the complaint. At the conclusion of this stage of the investigation the investigator will report her/his conclusions to the complainant in writing with the resolution of the complaint. The investigation should be completed within thirty (30) working days of the complaint filing unless extended for reasonable cause.

The investigation may be delayed during the period of an attempted informal resolution should the Complainant desire it.

If it is determined that discrimination or harassment has occurred, the University will take action to stop the violation, prevent a reoccurrence and correct any discriminatory effect. Such action may include counseling, warning, disciplinary action, termination of employment, or expulsion.

A confidential record of the proceedings will be maintained in a private file in the office of the investigator.

If a complainant is dissatisfied with the resolution because the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation, she/he may request a review by the Vice President of the University division within which the discrimination was claimed to have occurred. If the complaint involves that Vice President the President of the University or his/her designee shall conduct the review.

The request for review must be made within ten (10) working days of the notice of the result of the investigation. The review by the Vice President must be completed within thirty (30) working days and submitted in writing either sustaining the investigation result or reopening the investigation for further consideration if the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation. The decision on the review shall be final.

State and Federal Rights

The complainant may at any time file a complaint with the Department of Education, Office for Civil Rights, or other applicable federal or state agency for the enforcement of federal or state laws within the jurisdiction of such agency.

Time Lines

Working days are days when the administrative offices of the University are regularly open for business; weekends, holidays, snow days and days the University is closed shall not be counted as working days.

Personnel

EXECUTIVE DIRECTOR FOR HUMAN RESOURCES
Ms. Julia Nofri, 203-365-4837
Coordinator for Section 504 of the Rehabilitation Act, Title VI and the Age Discrimination Act

TITLE IX COORDINATOR
Ms. Leonora Campbell, 203-396-8386
PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS
Dr. Laura Niesen De Abruna, 203-371-7910

SR. VICE PRESIDENT FOR FINANCE & ADMINISTRATION
Michael J. Kinney, 203-371-7872

VICE PRESIDENT FOR ENROLLMENT PLANNING & STUDENT AFFAIRS
James Barquinero, 203-365-4763

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT
William Reidy, 203-396-8086

VICE PRESIDENT FOR MARKETING AND COMMUNICATIONS
Michael Iannazzi, 203-371-7899

VICE PRESIDENT FOR HUMAN RESOURCES
Robert Hardy, 203-365-7676

VICE PRESIDENT FOR FINANCE
Philip McCabe, 203-371-7934

VICE PRESIDENT FOR INFORMATION TECHNOLOGY & SECURITY
Michael Trimble, 203-365-7555
Directions to Sacred Heart University

Main Campus, Fairfield, CT
5151 PARK AVENUE
FAIRFIELD, CT 06825-1000

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only).
Take Exit 47. At end of ramp turn left onto Park Avenue and proceed one block to Sacred Heart University. Entrance on Park Avenue.

From Connecticut Turnpike (I-95) NORTH OR SOUTH (passenger vehicles only)
Take Exit 27A. Continue straight ahead on combined Routes 8 and 25 to fork. Bear left onto Route 25. Take Exit 7, Merritt Parkway south, and follow directions above.

Oakview Campus
101 OAKVIEW DRIVE
TRUMBULL, CT 06611

From Connecticut Turnpike (I-95) NORTH OR SOUTH (all vehicles)
Take Exit 27A (Route 25/8 Connector) and follow signs for Route 25 (bear left when the connector splits). Just after the split, get off at Exit 7. (Merritt Pkwy/Route 127 Trumbull). Bear right, following signs for Route 127 (White Plains Road). At the end of the exit ramp, turn left onto White Plains Road.**

From Merritt Parkway SOUTHBOUND (passenger vehicles only)
Take Exit 50 (Route 127/White Plains Road). At end of ramp bear right onto White Plains Road.**

**Stay in the left lane for about 1 mile on White Plains Road and turn left at the traffic light (fire station on the right) onto Reservoir Avenue. Follow Reservoir Avenue (go under Parkway bridge) and turn right onto Lindeman Drive.

At the stop sign at the end of Lindeman Drive, turn right onto Oakview Drive. The road dead-ends. Sacred Heart University’s driveway is on the left. Visitor parking is on the right.

From Merritt Parkway NORTHBOUND (passenger vehicles only)
Take Exit 48 (Main Street). At end of ramp turn right onto Main Street. At second traffic light, turn left onto Old Town Road. At third stop sign, turn left onto Oakview Drive (beginning of office park area). At top of hill, Oakview will dead-end. Turn left into Sacred Heart University’s parking lot. Visitor parking is on the right.

Stamford Campus
STAMFORD GRADUATE CENTER AT LANDMARK SQUARE
3 LANDMARK SQUARE
STAMFORD, CT 06901

From Connecticut Turnpike (I-95) SOUTH
Exit 8 (Elm St.). Turn right onto Elm St., Elm St. becomes Grove St. Turn left onto Broad Street. Turn left onto Landmark Square

From Connecticut Turnpike (I-95) NORTH
Exit 8 (Atlantic St.). Turn left onto Atlantic St. Turn right onto Broad St. Take first right onto Landmark Square

Cambridge Campus
7 CAMBRIDGE DRIVE,
TRUMBULL, CT 06611

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only)
Exit 48. Take left from Southbound direction or right from Northbound onto Main Street (Route 111). Take left onto Old Town Road. At third stop sign, go straight on to Cambridge Drive. Proceed to first building on the left.
Directory

Board of Trustees

OFFICERS

Frank R. Martire
Chairman of the Board
Chairman & CEO, FIS Global

Linda E. McMahon
Vice Chairman
McMahon Ventures, LLC

Gary J. Levin ‘78
Levin Financial Group, President & CEO
Tampa, FL

Daniel McCarthy
Treasurer
Frontier Communications Corporation

TRUSTEES

Rosanne Badowski ’79
Jack Welch, LLC
Palm Beach, FL

Norbert Becker
Administrateur Independent
1840 Luxembourg

Mary-Ann Bunting
Bunting & Somma, Ameriprise Financial Services, Inc.
Westport, CT

Patrick Carolan
Fairfield, CT

Charles Firolette
Aquarion Water Co.
Bridgeport, CT

Brian H. Hamilton ‘87
Sageworks, Inc., Chairman
Raleigh, NC

Douglas L. Kennedy ‘78
Peapack-Gladstone Bank; President & Chief Executive Officer,
Bedminster, NJ

Rev. Robert M. Kinnally
Rector, St. John Fisher Seminary
Director of Vocations in the Diocese of Bridgeport
Stamford, CT

Gary J. Levin ‘78
Levin Financial Group, President & CEO
Tampa, FL

Vincent Maffeo
Executive VP and General Council for Leidos
Reston, VA

Patrick G. Maggitti
The Helen & William O’Toole Dean, Villanova School of Business
St. Davids, Villanova, PA

Douglas Manoni
Sourcemedia
New York, NY

Murray D. Martin
Wilton, CT

Frank R. Martire
FIS Global, Chairman & CEO
Jacksonville, FL

Daniel McCarthy
Frontier Communications Corp., President & Chief Operating Officer
Stamford, CT
Administration

SENIOR STAFF

John J. Petillo, Ph.D.
President

James M. Barquinero, MA
Senior Vice President for Student Affairs and Athletics

James C. Carl, Ph.D.
Dean, Isabelle Farrington College of Education

Robin L. Cautin, Ph.D.
Dean, College of Arts and Sciences

John Chalykoff, Ph.D.
Dean, Jack Welch College of Business

Mary Lou DeRosa, MBA
Vice Provost for Special Academic Programs

Antoinette Bruciati, Ph.D.
President, University Academic Assembly

Robert M. Hardy, MA
Vice President for Human Resources

Michael W. Higgins, Ph.D.
Vice President for Mission and Catholic Identity

Michael L. Iannazzi, M.Div.
Vice President for Marketing and Communications

Michael J. Kinney, MBA
Senior Vice President for Finance and Administration

Michael D. Larobina, J.D., LL.M.
General Counsel

Philip J. McCabe, MS
Vice President for Finance
Laura Niesen de Abruna, Ph.D., MSEd.  
Provost and Vice President for Academic Affairs

Rupendra Paliwal  
Associate Professor

William A. Reidy, BS  
Vice President for University Advancement

Michael Trimble, MA  
Vice President, Information Technology and Security

Patricia Wade Walker, Ed.D.  
Dean, College of Health Professions

**Office of the President**

John J. Petillo, Ph.D.  
President

**Academic Affairs**

Laura Niesen de Abruna, Ph.D., MSEd.  
Provost and Vice President for Academic Affairs

Sally K. Ferri, MBA  
Director of Academic Financial Analysis

**Herscher Institute for Applied Ethics**

Frances Grodzinsky, Ph.D.  
Co-Director

Michael J. Ventimiglia, Ph.D.  
Co-Director

**College of Arts and Sciences**

Robin L. Cautin, Ph.D.  
Dean

Mark Jareb Ph.D.  
Associate Dean

Michelle Loris, Ph.D., Psy.D.  
Associate Dean

**ACADEMIC ADVISING**

Michael Bozzone, MA  
Assistant Dean  
Assistant Director, Academic Advising

Jennifer P. McLaughlin, MA  
Assistant Director, Academic Advising

**THOMAS MORE HONORS PROGRAM**

Amanda Moras, Ph.D.  
Director

Kenneth Knies Ph.D.  
Director, Living and Learning Community (LLC)

**ART AND DESIGN DEPARTMENT**

Mary L. Treschitta, MFA  
Chairperson

**BIOLOGY DEPARTMENT**

Barbara J. Pierce, Ph.D.  
Chairperson

*Pre-Health Professions Program*

Nicole Roy, Ph.D.  
Co-Advisor

Thomas Terleph, Ph.D.  
Co-Advisor
CHEMISTRY DEPARTMENT
Eid Alkhatib, Ph.D.
Chairperson
Director, Master of Science in Chemistry

COMMUNICATION AND MEDIA STUDIES DEPARTMENT
James Castonguay, Ph.D.
Chairperson
Director, Master of Arts in Communication

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY DEPARTMENT
Domenick Pinto, MA, MS
Chairperson
Director, Master of Science in Computer Science and Information Technology

CRIMINAL JUSTICE DEPARTMENT
James McCabe, Ph.D.
Chairperson
Director, Master of Arts in Criminal Justice

ENGLISH DEPARTMENT
Jeffrey Cain, Ph.D.
Chairperson

FOREIGN LANGUAGES AND CULTURES DEPARTMENT
Mark Mascia, Ph.D.
Chairperson

FULBRIGHT SCHOLARSHIP INITIATIVE
Robert McCloud, Ph.D.
Advisor and Faculty Representative

GOVERNMENT, POLITICS AND GLOBAL STUDIES DEPARTMENT
Gary Rose, Ph.D.
Chairperson

HISTORY DEPARTMENT
Thomas Curran, Ph.D.
Chairperson

IRISH CULTURAL STUDIES
Gerald Reid, Ph.D.
Director
Director, SHU Dingle

MATHEMATICS DEPARTMENT
Jason Molitierno, Ph.D.
Chairperson

MUSIC PROGRAMS
Joseph G. Carter, MA
Academic Music Coordinator

PERFORMING ARTS PROGRAM
Lori Bindig, Ph.D.
Program Director

PHILOSOPHY, THEOLOGY, AND RELIGIOUS STUDIES DEPARTMENT
Brian Stiltner, Ph.D.
Chairperson

PSYCHOLOGY DEPARTMENT
Rachel E. Bowman, Ph.D.
Chairperson
William Mayer, Psy.D.
Director, Master of Science in Applied Psychology
SOCIAL WORK PROGRAM
Bronwyn Cross-Denny, Ph.D.
Director

SOCIOLOGY DEPARTMENT
Stephen Lilley, Ph.D.
Chairperson

WRITING PROGRAMS
Mary Ignagni, Ph.D.
Director

WOMEN’S STUDIES
Amanda Moras, Ph.D.
Director

Jack Welch College of Business
John Chalykoff, Ph.D.
Dean

Kwamie Dunbar, Ph.D.
Assistant Dean

Anca C. Micu, Ph.D.
Associate Dean

Maura Wilson Coppola, MHS
Director, Learning Assessment and Research

ACCOUNTING AND INFORMATION SYSTEMS DEPARTMENT
Karen T. Cascini, Ph.D., CPA
Chairperson

ECONOMICS AND FINANCE DEPARTMENT
Khawaja Mamun, Ph.D.
Chairperson

MBA PROGRAM
Anthony Macari, JD, MBA
Executive Director, Graduate Programs

Alfred Steinherr, Ph.D.
Academic Director, Luxembourg Campus

MANAGEMENT DEPARTMENT
Andra Gumbus, Ed.D.
Chairperson

MARKETING AND SPORT MANAGEMENT DEPARTMENT
Joshua A. Shuart, Ph.D.
Chairperson

STUDENT EXPERIENCE
Sean Heffron, MA
Director of the Student Experience

Douglas Ouimette, M.Ed.
Assistant Director of Student Experience

Isabelle Farrington
College of Education
James C. Carl, Ph.D.
Dean

Karen Christensen, Ph.D.
Director, Griswold Campus

Michael K. Barbour, Ph.D.
Director, Doctoral Studies

Antoinette Bruciati, Ph.D.
Coordinator, Educational Technology

Michael Giarratano, MA, C.AS
Co-director, Intern Program
Director, Five Year Program
Velma Heller, Ed.D.
Coordinator, Student Teacher Supervisors

Lois Libby, Ph.D.
Co-director, Intern Program and Five Year Program

Karl M. Lorenz, Ed.D.
Director, Student Teaching and Certification Officer

Edward Murray, Ph.D.
Director, Masters of Arts in Teaching

Jeffrey Rumpf, MS
Executive Director, Horizons at SHU

Karen Waters, Ed.D.
Director, CT Literacy Specialist Program

College of Health Professions

Patricia Wade Walker, Ed.D.
Dean

Jody Bortone, Ed.D., OT/L
Associate Dean

Gail Samdperil, Ed.D
Associate Dean

HEALTH SCIENCE AND LEADERSHIP

Stephen Burrows, DPM, MBA, CPHIMS, FHIMSS, CPHIT
Chair

HEALTHCARE INFORMATICS

Stephen Burrows, DPM, MBA, CPHIMS, FHIMSS, CPHIT
Program Director

HEALTH SCIENCE

Stephen Burrows, DPM, MBA, CPHIMS, FHIMSS, CPHIT
Program Director

COLLEGE OF NURSING

Mary Alice Donius, Ed.D.
Dean

Beth Boyd
Director, Nursing Simulation & Clinical Laboratories

Susan DeNisco, DNP
Program Director, DNP
Michael Dion, Director, SHU onsite Cohort Programs & Clinical Partnerships

Julie G. Stewart, DNP
Program Director, FNP Program

Marlene Beck, DNP
Program Director, MSN Program

Sherylyn Watson, Ph.D.
Program Director, Undergraduate Nursing

Linda Strong, Ed.D.
Program Director, RN to BSN and RN to MSN Program

OCCUPATIONAL THERAPY

PHYSICAL THERAPY AND HUMAN MOVEMENT SCIENCE

Kevin Chui, Ph.D.
Chair

PHYSICAL THERAPY

Kevin Chui, Ph.D.
Program Director
ATHLETIC TRAINING
Theresa L. Miyashita, Ph.D.
Program Director, Athletic Training

EXERCISE SCIENCE PROGRAM
Beau Greer, Ph.D., ATC
Program Director, Masters of Science in Exercise Science and Nutrition
Matthew Moran, Ph.D.
Program Director, Undergraduate Exercise Science

SPEECH-LANGUAGE PATHOLOGY
Rhea Paul, Ph.D.
Chair and Program Director

University College
Mary Lou DeRosa, ’03 MBA
Vice Provost for Special Academic Programs
Ellen Kovar, BA
Director of Part-time Undergraduate Admissions
Angela Pitcher, BS ’89
Director of Summer/Winter Sessions and Special Programs
Gregory Middleton, M.Ed.
Executive Director of Horizons at SHU
Carylanne Rice-Ehalt, M.Ed.
Director of Upward Bound

ENGLISH LANGUAGE INSTITUTE
Madeleine Monaghan, MBA, MA
Director of English Language Institute

Ryan-Matura Library
Peter Gavin Ferriby, M.Div., MA, MLS, Ph.D.
University Librarian
Robert H. Berry, MA, MLS, J.D.
Social and Behavioral Sciences Librarian
Matilde Renata Cioffi, BA, MBA
Director of Library Information and Budget
Nancy Del Vecchio, MLS, MAT.
Collection Development Librarian
Vacant
Head of Technical Services
Amy Jansen, MSL.I.S., MA
Business and Web Resources Librarian
Elizabeth Knapik, MLS, MBA
Head of Information Literacy Programs
Xiaohua Li, MSC.S., MLS
Director of Digital Library Technology and Services
Beverly Lysobey, BA, MLS
Catalog Librarian
Kimberly Macomber, MLS
Reference Librarian
Jeffrey Orrico, BS, MLS
Health Sciences Librarian

Academic Support Services
G.E. SCHOLARS PROGRAM
Virginia L. Stephens, MBA
Director
JANDRISEVITS LEARNING CENTER
Ardiana Sula
Executive Director

Jacinth Crichton
Coordinator, Office of Special Learning Services

OFFICE OF THE REGISTRAR
Dona J. Perrone, BBA, MBA
Registrar

Sara Bracaglia, BA
Assistant Registrar

Margaret D. Smith, BA, MA
Assistant Registrar

Katalin Kozma, BA
Assistant Registrar

OFFICE OF GLOBAL AFFAIRS
Carrie Wojenski, MA
Director, Global Affairs

Francesca Schenker, BA
Coordinator

Admissions/Financial Assistance

James M. Barquinero, MA
Senior Vice President
Student Affairs and Athletics

OFFICE OF UNDERGRADUATE ADMISSIONS
Vacant
Director of Transfer Admissions

Vacant
Senior Director, Undergraduate Admissions

Patricia Pasquariello, BS
Associate Director, Undergraduate Admissions

Jamie Romeo, BA
Director, Athletic Recruitment

Jennifer Amicucci, BS
Director of Admissions Operations

Rob Gilmore, MA
Director of Campus Experience

Matthew Musico, MS
Associate Director, Undergraduate Admissions

Edward Nassr, BS
Admissions Counselor

Ashleigh O’Rourke, BS
Director of NJ Regional Recruitment

Ryan Corbalis, BA
Admissions Counselor

Lacey Gilleran, BA
Admissions Counselor

Christina Tsimortos, BA
Assistant Director, Undergraduate Admissions - MA Region

Cheryl Huber, MS
Admissions Counselor

Julia Morgillo, BA
Admissions Counselor

Carla Roehrich, MS
Assistant Director of Transfer Admissions

Amanda St. Bernard, MA
Admissions Counselor

Leigh Weissman, BA
Admissions Counselor
OFFICE OF INTERNATIONAL ADMISSIONS

Cori Nevers, BA
Executive Director of International Admissions

Suzanne Cordatos, MA
Director of International Operations & Communications

Samantha Pitler, MS
Director of International Admissions

OFFICE OF GRADUATE ADMISSIONS

Kathy Dilks
Executive Director, Graduate Admissions

Pam Pillo-Santos, MS
Director, Graduate Admissions

Tara Chudy, BS
Associate Director, Graduate Admissions

Brendan Hummel, BA
Assistant Director, Graduate Admissions

OFFICE OF STUDENT FINANCIAL ASSISTANCE

Julie B. Savino, MAT.
Executive Director, Student Financial Aid

Elizabeth Baker, MS
Director, Student Financial Assistance Systems & Programs

Robert Coloney, BA
Assistant Director, Student Financial Assistance

Celia Cruz, MS
Associate Director, Student Financial Assistance

Morgan Kelly, BS
Associate Director, First Year Student Financial Aid

Mathew Magliocco, BS
Assistant Director, Student Financial Assistance

David Renski, BS
Assistant Director, Student Financial Assistance Programs/Asst. Loan Coordinator

Keith Tucker, BA
Associate Director, Student Financial Aid/Loan Coordinator

Kelly Jambo, BA
Director, First Year and Transfer Student Financial Aid

STUDENT AFFAIRS AND ATHLETICS

James M. Barquinero, MA
Senior Vice President
Student Affairs and Athletics

Deanna Fiorentino, BA
Executive Director of Student Affairs Research & Special Projects

Judy Ann Riccio, CPA
Executive Director of Budget, Student Affairs & Athletics

DEPARTMENT OF ATHLETICS

Bobby Valentine
Executive Director of Intercollegiate Athletics

Meghan Kavanagh, MS
Senior Associate Athletic Director/SWA/Director of Compliance

Mike Guastelle, M.Ed.
Senior Associate Athletic Director of Operations
Tennis, Women’s Head Coach

Kalani Efstathiou, BS
Men’s Volleyball Head Coach
Leo Katsetos, M.Ed.
Senior Associate Athletic Director/Head Athletic Trainer

Mark Adzigian, MS
Senior Associate Athletic Director of Operations

Lucy Cox, BS
Senior Associate Athletic Director/Director of Student-Athlete Support Services

Nick Giaquinto, MS
Baseball, Head Coach

Dave Bike, BA
Athletic Business Manager

Jessica Mannetti
Basketball, Women’s, Head Coach

Deborah Holt, MAT.
Cheerleading, Head Coach

Christian Morrison, J.D.
Cross Country, Track and Field, Men’s and Women’s, Head Coach

Tiffany Haidasz
Equestrian, Head Coach

Paul Gagliardi, BA
Tennis, Men’s, Head Coach

Paul Gorham, BA
Football, Head Coach

Bill Peterson, BA
Associate Director of Athletic Communications

Matt McGreevy
Golf, Men’s and Women’s, Head Coach

Thomas Vrabel, Ph.D.
Fencing, Men’s and Women’s, Head Coach

Carl J. (C.J.) Marottolo, BA
Ice Hockey, Men’s, Head Coach

Thomas O’Malley, BA
Ice Hockey, Women’s, Head Coach

Tom Mariano, BS
Lacrosse, Men’s, Head Coach

Laura Cook, BS
Lacrosse, Women’s, Head Coach

Nicoleta Mantescu
Women’s Rowing, Head Coach

Joe Barroso, BS
Soccer, Men’s, Head Coach

Kim Banner, MA
Soccer, Women’s, Head Coach

Elizabeth Luckie, BA
Director of Athletic Administration/Softball, Co-Head Coach

Pam London, BS
Softball, Co-Head Coach

Brent Noble
Swimming, Women’s, Head Coach

Becky Kregling
Women’s Bowling, Head Coach

Rob Machan, MS
Volleyball, Women’s, Head Coach

Katie Kloockener, BS
Women’s Field Hockey, Head Coach

Andy Lausier, M.Ed.
Wrestling, Head Coach

OFFICE OF CAREER DEVELOPMENT

Patricia Klauser, MS, L.P.C.
Executive Director, Career Development
Leonard (Rick) DelVecchio, BA
Director of Career Placement

Tammy Petrucelli, BS
Assistant Director, Career Development

Aimee Piccin, MS
Director, Career Development

OFFICE OF STUDENT LIFE

Lawrence J. Wielk, MA
Dean of Students

Denise Tiberio, MAT
Associate Dean of Students

Michael Moylan, MBA
Director of Student Union

Ray Mencio, MBA
Director of Club Sports

Scott Aliberti, BS
Director of Dance

Elizabeth McGreevy, BA
Assistant Director for Intramurals and Recreation

Keith Johnston, MM
Director, Pioneer Bands

Andrew Kolar, MM
Assistant Director of Pioneer Bands

Jocelyn Novella, MA
Assistant Director, Personal Counseling

Karen Flanagan, MA, L.P.C.
Personal Counselor/s.w.e.e.t

Janice Kessler, MSN.
Counselor, Drug & Alcohol

Kathleen Healy, MS
Nutritionist/Counselor

Gary Reho, Ed.M.
Director of Fitness and Recreation

Patrice Klein, BS
Director, Health Services

Anne Mavor, RN
Nurse Practitioner

Pamela Howard, MS
Nurse Practitioner

Mary Jo Mason, Ph.D.
Assistant Dean of Students for Wellness

Amy Ricci, MBA
Director of Student Activities

Leonora Campbell, MS
Assistant Dean for Student Conduct and Community Standards

Gerald A. Goehring, BGS
Executive Director, Edgerton Center for the Performing Arts

Joel Quintong, MA
Director of Residential Life

Vacant
Director of Greek Life

Christopher Rader, M.Ed.
Assistant Director of Residential Life/Housing Services

Galen Tate, MM
Assistant Director of Choral Programs

Frank Veres
Technical Director, Edgerton Center for Performing Arts

John Michniewicz, D.MA
Director of Choral Programs

Tina Barbar, BS, RN
Registered Nurse
Leonor Barroso, BS  
Marketing Assistant, Edgerton Center for Performing Arts

Nancy DeKraker, MA  
Staff Counselor  
Nurse Practitioner

Andrew Campbell, MS  
Staff Counselor

Robert Gardiner, MD  
Staff Psychiatrist

Greg Madrid, MA  
Freshman Area Coordinator

Kristen Eschwie, MS  
Residence Hall Director

FINANCE AND ADMINISTRATION

Michael J. Kinney, MBA  
Senior Vice President for Finance and Administration

Philip J. McCabe, MS  
Vice President for Finance

BUSINESS OFFICE

Peter J. Ward, CPA  
Controller

Liz-Ann St. Onge, CPA  
Assistant Controller

Lisa A. Boland, BS  
Director, Financial Planning and Operations

OFFICE OF STUDENT ACCOUNTS

Alice Avery, BBA  
Bursar

OFFICE OF CAMPUS OPERATIONS AND FACILITIES MANAGEMENT

Paul J. Healy, MS  
Executive Director, Campus Operations

Trigona Mililli, BA  
Director, Custodial Services and Moves

Marc Izzo, BA  
Director of Construction

William W. Watson, BS  
Project Manager, University Construction

Michael Austin  
Director of Athletic Facilities & Maintenance/Trades

OFFICE OF INFORMATION AND TECHNOLOGY

Michael Trimble, MA  
Vice President for Information Technology and Security

Robert Tullonge  
Director, Academic Computing

Shirley Canaan, MBA  
Director, Administrative Computing

Saburo Usami, BS  
Director, Telecom, Mail and Duplicating

DEPARTMENT OF PUBLIC SAFETY

Paul J. Healy, MS  
Executive Director for Emergency Management

Jack Fernandez  
Director, Public Safety
WSHU Public Radio Group (NPR)

ADMINISTRATION
George Lombardi, BS
General Manager

DEVELOPMENT
Gillian Anderson, BS
Development Director

Cameron LiDestri, MA
Director, Individual Gifts

Janice Portentoso, BA
Director, Communications

PROGRAMMING
Tom Kuser, BS
Program Director

Naomi Starobin, MS
News Director

Kate Remington, BA
Music Director and Host

PRODUCTION/ENGINEERING
Julie Freddino, BS
Director, Production

Paul Litwinovich, AS
Chief Engineer

Human Resources
Robert M. Hardy, MA
Vice President for Human Resources

Julia E. Nofri, BA
Executive Director for Human Resources

Lisa Gockley, BS
Director, Employee Benefits

Paul Rogalin, AS
Executive Director for Human Resources

Heidi Foster-Choo, BS
Human Resources Director for Academic Affairs

Mission and Catholic Identity
Michael W. Higgins, Ph.D.
Vice President for Mission and Catholic Identity

Fr. Anthony Ciorra, Ph.D.
Assistant Vice President for Mission & Catholic Identity

OFFICE OF CAMPUS MINISTRY
Fr. David Buckles
Director of Campus Ministry
Campus Minister

OFFICE OF SERVICE-LEARNING AND VOLUNTEER PROGRAMS
Matthew Kaye, Ph.D.
Director of Volunteer Programs and Service Learning

University Advancement
William A. Reidy, BS
Vice President for University Advancement

Lori Christian
Major Gift Officer

Annette Hird Carbone
Grants Writer
Vincent Civian  
Senior Associate Athletic Director for Development  

C. Donald Cook  
Executive Director of Intercollegiate Athletics, Emeritus  

Oscar Fornoles  
Director of Prospect Research  

Gina A. Gardner  
Director of Information Services  

Katie Gallagher  
Alumni Relations Program Coordinator  

Todd Gibbs  
Executive Director of Alumni Relations  

Virginia M. Harris, Ed.D.  
Executive Director of Foundations and Grants  

Nick Markese  
Development Coordinator for the Pioneer Club  

Vacant  
Director of Annual Giving  

Anne Whitman  
Special Events Coordinator  

Nick Wormley  
Executive Director for Development  

Alane Bikovsky, MBA  
Director of Marketing  

Emily Dauenhauer, MS  
Director of Marketing  

Tracy Deer-Mirek, BS  
Assistant Director of Communications  

Bill Haug, BA  
Communications Coordinator  

Jennifer L. MacLeman, BA  
Director of Graphic Design  

Vacant  
Director of Special Events and Community Relations  

Deborah Noack, BA  
University Editor and Writer  

OFFICE OF WEB CONTENT MANAGEMENT  

Nancy Boudreau, BS  
Director of Web Content Management  

Kim Galiette, BA  
Assistant Director of Web Content Management  

Caitlin Robles, BS  
Assistant Director of Web Content Management  

Full-Time Faculty  
*tenured  
**tenured effective 9/1/15  

Sandra Adams  
Associate Professor  
Computer Science/Information Technology  
BA, C.P.C., MS, University of Hawaii  

Marketing and Communications  

Michael L. Iannazzi, M.Div.  
Vice President for Marketing and Communications  

Funda Alp, BA  
Executive Director of Public Relations
Joseph A. Alicastro  
Instructor  
Communication and Media Studies  
BS, Boston University

*Eid A. Alkhatib  
Chairperson, Chemistry  
Director, Master of Science in Chemistry  
Associate Professor  
Chemistry  
BS, Kuwait University  
MS, University of New York  
Ph.D., University Rhode Island

Benjamin J. Alper  
Assistant Professor  
Chemistry  
BA, BS, Clemson University  
Ph.D., University of Georgia

Abu Amin  
Assistant Professor  
Finance  
BBA, MBA, University of Dhaka, Bangladesh  
MS, University of Nottingham, U.K.  
Ph.D., University of Houston

*Jeanine K. Andreassi  
Associate Professor  
Management  
AB, Lafayette College  
MBA, Ph.D., City University of New York, Baruch College

*Joseph H. Audie  
Associate Professor  
Chemistry  
BS, Hofstra University  
MS, University of Connecticut  
Ph.D., State University of New York at Stony Brooke

Anita August  
Director, Writing Programs  
Assistant Professor  
English  
BA, University of Louisiana  
MFA, California Institute of the Arts  
Ph.D., University of Texas at El Paso

Jesse I. Bailey  
Assistant Professor  
Philosophy  
BA, University of Texas at Austin  
MA, St. John’s College  
Ph.D., The Pennsylvania State University

Michael K. Barbour  
Director of Doctoral Studies  
Assistant Professor  
Leadership and Literacy  
BA, Carleton University  
B.Ed., M.Ed., Memorial University  
Ph.D., University of Georgia

*Anne M. Barker  
Professor  
Nursing  
BSN., University of Virginia  
MSN., Catholic University of America  
Ed.D., Teachers College, Columbia University

*Kirk Bartholomew  
Associate Professor  
Biology  
BS, Ph.D., University of Vermont

Marlene Beck  
Program Director, MSN Program  
Clinical Assistant Professor  
Nursing  
BSN., Western Connecticut State University  
MSN., Sacred Heart University  
DNP, Case Western Reserve University
*Mark A. Beekey  
Associate Professor  
Biology  
BS, Juniata College  
Ph.D., University of Delaware  

Lori B. Bindig  
Program Director, Performing Arts  
Assistant Professor  
Communication and Media Studies  
BA, MA, University of Hartford  
BFA, The Hartt School, University of Hartford  
Ph.D., University of Massachusetts, Amherst  

Wendy Bjerke  
Clinical Associate Professor  
Human Movement Science  
BS, University of California at Davis  
MS, Southern Connecticut State University  
Ph.D., Walden University  

*Yvette Blanchard  
Professor  
Physical Therapy  
BS, MS, Universite de Montreal  
D.Sc., Boston University  

Jody Bortone  
Associate Dean, College of Health Professions  
Chairperson, Occupational Therapy and Health Sciences  
Director, Occupational Therapy Program  
Clinical Associate Professor  
Occupational Therapy  
BS, Columbia University  
MA, New York University  
Ed.D., Fordham University  

Donna M. Bowers  
Clinical Associate Professor  
Physical Therapy  
BS, Northeastern University  
MPH, Southern Connecticut State University  

*Rachel E. Bowman  
Chairperson, Psychology  
Associate Professor  
Psychology  
BS, MA, Appalachian State University  
Ph.D., City University of New York–Hunter  

*Benoit Boyer  
Professor  
Accounting  
BS, University of Montreal  
Ph.D., University of California, Los Angeles  

Bernadette M. Boyle  
Assistant Professor  
Mathematics  
BA, Providence College  
MS, Ph.D., University of Notre Dame  

Stephen Briner  
Assistant Professor  
Psychology  
BA, Lyon College  
MS, University of Memphis  
Ph.D., DePaul University  

Charles Britton  
Assistant Professor  
Leadership and Literacy  
BA, Hartwick College  
MAT, Quinnipiac University  
6th Year, Southern Connecticut State University  
Executive Leadership 093 and Ph.D., University of Connecticut
Derek B. Brown  
Assistant Professor  
Social Work  
BA University of Virginia  
MSW. University of Pennsylvania  
Ph.D. Fordham University

*Stephen M. Brown  
Professor  
Management  
BA, University of Massachusetts  
MA, University of Rhode Island  
Ed.D., Boston University

*Antoinette Bruciati  
Coordinator for Education Technology  
Associate Professor  
Teacher Education  
BS, MS, Southern Connecticut State University  
MA, Sacred Heart University  
Ph.D., Nova Southeastern University

Pennie Sessler Branden  
Ph.D. Villanova University College of Nursing  
MSN, CNM, Columbia University School of Nursing  
BSN, George Mason University School of Nursing  
Diploma Albany Medical Center School of Nursing

Pamela Buck  
Assistant Professor  
English  
BA, Wellesley College  
MA, University of Chicago  
Ph.D., Tufts University

Stephen Burrows  
Chair, Health Science and Leadership  
Program Director, Health Science  
Program Director, Healthcare Informatics  
Clinical Assistant Professor  
BS, Brooklyn College of the City University of New York  
DPM, Barry University  
MBA, Sacred Heart University

Colleen Butler-Sweet  
Assistant Professor  
Sociology  
BA, Mount Holyoke College  
Ph.D., Boston University

*Jeffrey P. Cain  
Chairperson, English  
Associate Professor  
English  
AB, Upsala College  
MA, University of Pennsylvania  
Ph.D., University of Connecticut

David Cameron  
Clinical Associate Professor  
Physical Therapy  
BS, Central Connecticut State University  
BS, MA, University of Connecticut  
Ph.D., New York University

*James C. Carl  
Dean, Farrington College of Education  
Professor  
Teacher Education  
BA, Union College  
MA, Ph.D., University of Wisconsin-Madison
Patricia Carl-Stannard  
Clinical Field Placement Coordinator  
Associate Professor  
Social Work  
BS, Southern Connecticut State University  
MSW, Ohio State University

Michael S. Carriger  
Director, Human Resources Management  
Assistant Professor  
Management  
BS, DM, University of Maryland  
MS, University of Pennsylvania

*Karen T. Cascini  
Accounting and Information Systems  
Professor  
Accounting  
BS, MS, University of New Haven  
Ph.D., University of Connecticut

*James Castonguay  
Chairperson, Communications and Media Studies  
Director, Master of Arts in Communication  
Professor, Communication and Media Studies  
BA, Clark University  
MA, Ph.D., University of Wisconsin, Milwaukee

*Robin L. Cautin, Ph.D.  
Dean, College of Arts and Sciences  
Professor, Psychology  
BA, University of Delaware  
MA, Ph.D., Case Western Reserve University

*John Chalykoff  
Dean, Welch College of Business  
Professor  
Management  
BA, Boston College  
MBA, University of Western Ontario  
Ph.D., Massachusetts Institute of Technology

Karen Christensen  
Director, Griswold Campus  
Clinical Associate Professor  
Teacher Education  
BS, MS, 6th Yr., Southern Connecticut State University  
Ph.D., Union Institute

Valerie L. Christian  
Assistant Professor  
Management  
BA, Colgate University  
MBA, The Amos Tuck School of Business Administration, Dartmouth College

*Kevin K. Chui  
Department Chair  
Program Director  
Associate Professor  
Physical Therapy and Human Movement Science  
BS, MS, Long Island University  
Ph.D., New York University  
DPT, MGH Institute of Health Professions  
Doctoral Level Academic Certificate, Regis University

Ann E. Clark  
Chairperson, Leadership and Literacy  
Director, Educational Leadership Program  
Clinical Associate Professor  
Leadership and Literacy  
BA, McGill University  
M.Ed., Worcester State College  
Ph.D., University of Connecticut
Michelle A. Cole  
Assistant Professor  
Nursing  
BSN., Saint Joseph College  
MSN., University of Hartford  
DNP, University of Massachusetts, Amherst  

*Maureen A. Conard  
Associate Professor  
Psychology  
BA, Providence College  
MA, Ph.D., University of Connecticut  

Linda L. Cook  
Clinical Assistant Professor  
Nursing  
BSN., Ohio State University  
MPH, New York Medical College  
DNP, University of Connecticut  

Timothy J. Crader  
Visiting Assistant Professor  
Management  
AS, Norwalk State Technical College  
BS, University of Connecticut  
MBA, Sacred Heart University  
DBA, University of Phoenix  

Bronwyn Cross-Denny  
Director, Social Work Program  
Assistant Professor  
Social Work  
BS, Western Michigan University  
MSW., Ph.D., Fordham University  

*Thomas D. Curran  
Professor  
History  
BA, University of Delaware  
MA, M.Phil., Ph.D., Columbia University  

Rosemary M. Danaher  
Instructor  
Mathematics  
BS, Fairfield University  
MBA, University of New Haven  

*Debra Danowski  
Associate Professor  
Communication and Media Studies  
BS, Sacred Heart University  
MS, Syracuse University  
Ph.D., Capella University  

Robin L. Danzak  
Assistant Professor  
Speech-Language Pathology  
BA, New College of Florida  
MA, Universidad de Concepción, Chile  
Ph.D., University of South Florida  

Maryanne Davidson  
DNSc, APRN, CPNP  
Bachelors Degree  
College of Mount Saint Vincent  
Master's Degree, Yale University School of Nursing  
Doctorate, Yale University School of Nursing  

*John S. de Graffenried  
Associate Professor  
Art and Design  
BA, University of Miami  
MFA, Vermont College of Norwich University  

*Lesley A. DeNardis  
Director, Global Studies  
Associate Professor  
Political Science  
BA, Connecticut College  
MA, The George Washington University  
Ph.D., University of Connecticut
Susan DeNisco  
Interim Chairperson, School of Nursing  
Program Director  
DNP Program Associate Professor  
Nursing  
BSN., Western Connecticut State University  
MS, Pace University  
DNP, Case Western Reserve University  

Nancy L. Dennert  
Clinical Assistant Professor  
Nursing  
BSN., Barry University  
MS, Southern Connecticut State University  
MSN, Sacred Heart University  

*Suzanne M. Deschênes  
Associate Professor  
Biology  
BA, College of the Holy Cross  
Ph.D., University of Pennsylvania  

Eleni Diakogeorgiou  
Clinical Assistant Professor  
Human Movement Science  
BS, University of Connecticut  
MBA, Sacred Heart University  

Michael Dion  
BSN, University of Connecticut  
MSN, University of Colorado  
MBA, Management, Renselaer Polytechnic Institute  
Ph.D. Nursing, University of Connecticut  

Peter Donato  
AND, St. Vincent’s College  
BA, MSN, Sacred Heart University  

Mary Alice Donius  
Ed.D., Columbia University Teachers College  
M.Ed., Columbia University Teachers College  
BSN, D’Youville College  

Jill Douglass  
Assistant Professor  
Speech-Language Pathology  
BA, Louisiana State University  
MA, Ph.D., University of Louisiana at Lafayette  

Clotilde Dudley-Smith  
Assistant Professor  
Health Science  
BS, Ed.D., University of Bridgeport  
MPA, University of New Haven  

Kwamie O. Dunbar  
Director, MS in Finance  
Assistant Dean, Jack Welch College of Business  
Assistant Professor  
Finance  
BS, University of the West Indies  
MS, Fairfield University  
MBA, Sacred Heart University  
Ph.D., Fordham University  

Onoriode O. Ekeh  
Academic Co-Director, Community Connections LLC  
Assistant Professor  
Theology  
BS, Daemen College  
MA, Ph.D., The Catholic University of America  

*Michael J. Emery  
Associate Dean, College of Health Professions  
Chairperson, Physical Therapy and Human Movement Science  
Director, Physical Therapy Program  
Professor  
Physical Therapy  
BS, M.Ed., Ed.D., University of Vermont
Cara Erdheim
Assistant Professor
English
BA, Colby College
MA, Ph.D., Fordham University

Richard Falco
Instructor
Communication and Media Studies
BA, State University of New York at Stony Brook

Carolyn Calconer-Horne
Assistant Professor
Speech Language Pathology
BA, SUNY, Binghampton
MS, CUNY, Hunter College

*Linda Farber
Assistant Professor
Chemistry
BS, Dickinson College
MS, Ph.D., Rensselaer Polytechnic Institute

Beverly Fein
Academic Coordinator of Clinical Education
Associate Professor
Physical Therapy
BS, University of Pennsylvania
MS, Temple University
Ed.D., University of Bridgeport

Heather A. Ferrillo
Clinical Assistant Professor
Nursing
BSN, Western Connecticut State University
MSN, Sacred Heart University

John Fleming
Lecturer
Chemistry
BS, Pennsylvania State University
Ph.D., Michigan State University

Kimberly A. Foito
Clinical Assistant Professor
Nursing
ASN., BSN., Salve Regina University
MSN, Sacred Heart University

*Thomas V. Forget
Associate Professor
Leadership and Literacy
BA, MA, Ph.D., Fordham University

Lenore D. Frost
Clinical Assistant Professor
Occupational Therapy
BS, Quinnipiac University
M.A., University of Phoenix
Ph.D., Walden University

Susan B. Gannon
Instructor
BA, Sacred Heart University
MS, Southern Connecticut State University

JoAnne Gatti-Petito
Assistant Professor
Nursing
BS, Dickinson College
BSN., Long Island University
MSN., University of Pennsylvania
DNP, University of Connecticut

John Gerlach
Senior Business Executive in Residence and Associate Professor
Economics and Finance
BS, Drexel University
MBA, University of Pennsylvania
Michael F. Giarratano  
Co-director, Intern Program and Five Year Program  
Clinical Assistant Professor  
Teacher Education  
BA, Boston College  
MS, 6th Year, University of Bridgeport

Randall G. Glading  
Assistant Professor  
Leadership and Literacy  
BS, State University of New York at Cortland  
MS, Long Island University  
Ph.D., Fordham University

Jeffrey H. Glans  
Lecturer  
Chemistry  
BS, University of North Carolina  
MS, Ph.D., University of Michigan

Constance H. Glenn  
Clinical Assistant Professor  
Nursing  
BSN, MSN, Sacred Heart University

Gregory J. Golda  
Coordinator, Digital Communications  
Instructor  
Communication and Media Studies  
BS, State University of New York at Buffalo  
MS, Pennsylvania State University

*Hema Gopalakrishnan  
Associate Professor  
Mathematics  
BS, MS, Bombay University  
MS, Marquette University  
Ph.D., University of Wisconsin–Milwaukee

Susan Goncalves  
MS, University of New Haven  
BSN, Sacred Heart University  
RN, St. Vincent’s School of Nursing

George K. Goss  
Instructor  
Mathematics  
BS, Southern Connecticut State College  
MS, Michigan State University  
MA, Wesleyan University

*Sidney P. Gottlieb  
Professor  
Communication and Media Studies  
AB, Bates College  
MA, M.Phil., Ph.D., Rutgers University

*Charlotte M. Gradie  
Program Director, Latin American Studies  
Professor  
History  
BA, MA, Ph.D., University of Connecticut

Ruth Grant  
Assistant Professor  
Psychology  
BA, MA, University of Bridgeport  
Ph.D., Columbia University

Tanya M. Grant  
Assistant Professor  
Criminal Justice  
BA, Fairfield University  
MS, University of New Haven  
Ph.D., Capella University
*June-Ann Greeley  
Program Director, Catholic Studies  
Program Director, Middle Eastern Studies  
Associate Professor  
Religious Studies  
BA, Connecticut College  
MA, University of Connecticut  
MA, Ph.D., Fordham University  

Anna E. Greer  
Associate Professor  
Exercise Science  
BS Furman University  
MS University of Florida  
Ph.D. University of South Carolina  

*Beau K. Greer  
Program Director, Masters of Science in  
Exercise Science and Nutrition  
Associate Professor  
Human Movement Science  
BS, MA, Furman University  
Ph.D., Florida State University  

*Richard M. Grigg  
Professor  
Religious Studies  
BA, University of Iowa  
M.Div., Drew University  
Ph.D., University of Iowa  

Jason K. Grimes  
Clinical Assistant Professor  
Physical Therapy  
BS, MPT, Quinnipiac University  

*Frances S. Grodzinsky  
Co-Director, Hersher Institute for Applied Ethics  
Professor  
Computer Science/Information Technology  
AB, University of Rochester  
MA, Ph.D., University of Illinois  

*Andra Gumbus  
Chairperson, Management  
Professor  
Management  
BA, Miami University  
MPA, University of New Haven  
Ed.D., University of Bridgeport  

Chun “Grace” Guo  
Assistant Professor  
Management  
BA, Sichuan International Studies University, China  
MBA, Oklahoma State University  
Ph.D., University of Massachusetts  

*Dhia A. Habboush  
Professor  
Chemistry  
B.Sc., University of Baghdad, Iraq  
Ph.D., University of Southampton, England  

Lola Halperin  
Clinical Assistant Professor  
Occupational Therapy  
BS, Tel-Aviv University, Israel  
MA, New York University  

Ronald Hamel  
Instructor  
Psychology  
BS, Post College  
MA, Southern Connecticut State University  

Velma E. Heller  
Coordinator, Student Teacher Supervisors  
Assistant Professor  
Teacher Education  
BA, City University of New York, Queens College  
MS, Ed.D., University of Bridgeport
Carolyn Falconer-Horne  
Assistant Professor  
Speech-Language Pathology  
BA, SUNY, Binghamton  
MS, CUNY, NY  

Linda Hughen  
Assistant Professor  
BS, West Virginia University  
Ph.D., University of Connecticut  

W. Keener Hughen  
Assistant Professor  
BS, University of Georgia  
Ph.D., Duke University  
Ph.D., University of Connecticut  

Marie Hulme  
Lecturer  
English  
BA, Smith College  
MA, New York University  
MAT, Sacred Heart University  
MFA, Fairfield University  

Mary Ignagni  
Program Director, Women's Studies  
Lecturer  
Psychology  
BA, Central Michigan University  
MA, New York University  
MS, Baruch College, CUNY  
Ph.D., City University of New York  

*Pearl Jacobs  
Associate Professor  
Criminal Justice  
BA, Hunter College  
MPA, Long Island University  
Ph.D., Fordham University  

*Mark Jareb  
Associate Dean, College of Arts and Sciences  
Associate Professor  
Biology  
BS, Pennsylvania State University  
Ph.D., University of Virginia  

Alka Jauhari  
Assistant Professor  
Political Science  
BA, Isabella Thoburn College  
MA, Ph.D., Lucknow University  

Jing "Jack" Jiang  
Assistant Professor  
Finance  
BA, Nankai University  
International MBA, Tsinghua University with Massachusetts Institute of Technology  
Ph.D., State University of New York at Buffalo  

Mary-Ellen Johnson  
Clinical Assistant Professor  
Occupational Therapy  
BS, Dominican College  
MS, Sacred Heart University  
O.T.D., Creighton University  

Jo-Marie Kasinak  
Instructor  
Biology  
BS, Sacred Heart University  
MS, Auburn University  

Jacqueline P. Kelleher  
Coordinator, CAEP Process  
Assistant Professor  
BA, University of Southern Maine  
MA, Ph.D., University of Connecticut
**Christopher J. Kelly**  
Associate Professor  
Religious Studies  
BA, MA, University of South Florida  
Ph.D., University of Iowa  

*Efim Kinber*  
Professor  
Computer Science/Information Technology  
BS, MS, Ph.D., Latvia University  
Ph.D., Steklov Institute of Math  

**Kenneth A. Knies**  
Director, Honors LLC  
Assistant Professor  
Philosophy  
BA, Brown University  
MA, Ph.D., Stony Brook University  

**Heather Miller Kuhaneck**  
Assistant Professor  
Occupational Therapy  
BS, Boston University  
MS, Ohio State University  
Ph.D., University of Connecticut  

**Gregory Kyrytschenko**  
Associate Director, Master of Science in Cybersecurity  
Instructor  
Computer Science/Information Technology  
BS, MBA, Sacred Heart University  

**Tammy M. Lampley**  
Assistant Professor  
Nursing  
BSN., MSN., Gardner-Webb University  
Ph.D., University of Nevada  

*Kittipong Laosethakul*  
Associate Professor  
Information Systems  
BS, Chulalongkorn University, Bangkok, Thailand  
MS, University of Alabama  
Ph.D., Auburn University  

*Michael D. Larobina*  
University Counsel  
Professor  
Management  
BA, Pace University  
JD, University of Bridgeport  
LLM, Fordham University School of Law  

**Leanna Lawter**  
Assistant Professor  
Management  
BA, Colgate University  
MS, University of Vermont  
MBA, University of Connecticut  
Ph.D., City University of New York  

**Andrew Lazowski**  
Assistant Professor  
Mathematics  
BS, Hofstra University  
Ph.D., Wesleyan University  

**Marian Leal**  
Instructor  
Biology  
BS, MS, St. John's University  

**Joslin B. Leasca**  
Clinical Assistant Professor  
Nursing  
BSN., Regents University  
MSN., D.N.P., University of Rhode Island
Corinne A. Lee  
Clinical Assistant Professor  
Nursing  
BSN., State University of New York, Binghamton  
MSN., Hunter College  

*Nathan Lewis  
Associate Professor  
Art and Design  
BA, Lyme Academy College of Fine Arts  
MFA, Tufts University  

CIARA LEYDON  
Associate Professor  
Speech-Language Pathology  
BA, Trinity College  
MA, George Washington University  
Ph.D., Northwestern University  

Justin Liberman  
Clinical Instructor  
Communication and Media Studies  
BA, Sacred Heart University  
MFA, Columbia University  

*Stephen J. Lilley  
Chairperson, Sociology  
Professor  
Sociology  
BA, College of the Holy Cross  
MA, Ph.D., University of Massachusetts, Amherst  

Ralph Lim  
Associate Professor  
Economics and Finance  
BSE., Princeton University  
MBA, Wharton School, University of Pennsylvania  

*Maria Lizano-DiMare  
Associate Professor  
Teacher Education  
BS, University of Switzerland  
MA, Ed.D., University of Hartford  

Jesse Llyod  
Assistant Clinical Professor  
Exercise Science  
BS SUNY Brockport  
MS Syracuse University  

Karl M. Lorenz  
Director, Student Teaching and Teacher Certification  
Clinical Associate Professor  
Teacher Education  
BS, Illinois Benedictine College  
MA, Ed.D., Columbia University  

*Michelle Loris  
Associate Dean, College of Arts and Sciences  
Professor  
English  
BA, Sacred Heart University  
MA, MS, University of Bridgeport  
Ph.D., Fordham University  
Psy.D., Antioch New England  

*Peter Loth  
Professor  
Mathematics  
MS equiv., University of Erlangen, Nurnberg, Germany  
Ph.D., Wesleyan University  

Cuauhtemoc “Temo” Luna-Nevarez  
Assistant Professor  
Marketing  
BS, MS, Monterrey Institute of Technology and Higher Education  
MBA, Ph.D., New Mexico State University  

*Corinne A. Lee  
Clinical Assistant Professor  
Nursing  
BSN., State University of New York, Binghamton  
MSN., Hunter College  

*Nathan Lewis  
Associate Professor  
Art and Design  
BA, Lyme Academy College of Fine Arts  
MFA, Tufts University  

CIARA LEYDON  
Associate Professor  
Speech-Language Pathology  
BA, Trinity College  
MA, George Washington University  
Ph.D., Northwestern University  

Justin Liberman  
Clinical Instructor  
Communication and Media Studies  
BA, Sacred Heart University  
MFA, Columbia University  

*Stephen J. Lilley  
Chairperson, Sociology  
Professor  
Sociology  
BA, College of the Holy Cross  
MA, Ph.D., University of Massachusetts, Amherst  

Ralph Lim  
Associate Professor  
Economics and Finance  
BSE., Princeton University  
MBA, Wharton School, University of Pennsylvania  

*Maria Lizano-DiMare  
Associate Professor  
Teacher Education  
BS, University of Switzerland  
MA, Ed.D., University of Hartford  

Jesse Llyod  
Assistant Clinical Professor  
Exercise Science  
BS SUNY Brockport  
MS Syracuse University  

Karl M. Lorenz  
Director, Student Teaching and Teacher Certification  
Clinical Associate Professor  
Teacher Education  
BS, Illinois Benedictine College  
MA, Ed.D., Columbia University  

*Michelle Loris  
Associate Dean, College of Arts and Sciences  
Professor  
English  
BA, Sacred Heart University  
MA, MS, University of Bridgeport  
Ph.D., Fordham University  
Psy.D., Antioch New England  

*Peter Loth  
Professor  
Mathematics  
MS equiv., University of Erlangen, Nurnberg, Germany  
Ph.D., Wesleyan University  

Cuauhtemoc “Temo” Luna-Nevarez  
Assistant Professor  
Marketing  
BS, MS, Monterrey Institute of Technology and Higher Education  
MBA, Ph.D., New Mexico State University
*Bridget Lyons  
Professor  
Economics and Finance  
BA, Georgetown University  
MS, Columbia University  
DPS, Pace University  

Anthony D. Macari  
Executive Director  
Graduate Programs  
Clinical Assistant Professor  
Finance  
BA, MBA, University of Connecticut  
JD, Pace University  

*Richard M. Magee  
Associate Professor  
English  
BA, University of California at Berkeley  
MA, Polytechnic State University, San Luis Obispo  
Ph.D., Fordham University  

Mahfuja Malik  
Assistant Professor  
Accounting  
MBA, University of Dhaka  
MBA Brandeis University  
Ph.D., Boston University  

*Khawaja A. Mamun  
Chairperson, Associate Professor  
Associate Professor  
Economics and Finance  
BSS., MSS., MBA, University of Dhaka, Bangladesh  
MA, Ph.D., Southern Methodist University  

Christel Manning  
Professor  
Religious Studies  
BA, Tufts University  
MA, Ph.D., University of California  

Peter A. Maresco  
Clinical Associate Professor  
Marketing  
BA, University of Charleston  
MA, Fairfield University  
Ph.D., Walden University  

*Claire Marrone  
Coordinator, French and Italian  
Professor  
Foreign Languages and Cultures  
BA, University of Delaware  
MA, Ph.D., University of Pennsylvania  

*Robert F. Marsh  
Associate Professor  
Management  
BS, Miami University  
MBA, Xavier University  
Ph.D., University of Cincinnati  

Angela Martinelli  
Clinical Assistant Professor Nursing  
BSN, Western Connecticut State University  
MSN, University of Connecticut  
Ph.D., Catholic University of America  

*Mark J. Mascia  
Chairperson, Foreign Languages and Cultures  
Coordinator, Spanish  
Associate Professor  
Foreign Languages and Cultures  
BA, University of Pennsylvania  
MA, M.Phil., Ph.D., Columbia University
Ellen Massucci  
Clinical Instructor  
Coordinator of Educational Placements  
Speech-Language Pathology  
BA, Boston College  
MA, University of Connecticut  
MPH, SCSU  
*Jennifer Mattei  
Professor  
Biology  
BS, University of Maryland  
MFS, Yale University  
Ph.D., SUNY at Stony Brook  
Keri A. Matthews  
Instructor  
Computer Science/Information Technology  
BA, Tufts University  
MS, University of New Haven  
Damon Maulucci  
Visiting Assistant Professor  
Communication and Media Studies  
BA, MA, University of Massachusetts  
MFA, Columbia University  
William F. Mayer  
Director, Master of Science in Applied Psychology  
Lecturer Psychology  
BA, Colorado State University  
MA, Psy.D., Alliant International University  
*Robin L. McAllister  
Associate Professor  
English  
BA, Wesleyan University  
MA, Ph.D., Princeton University  
*James E. McCabe  
Chairperson, Criminal Justice  
Director, Master of Arts in Criminal Justice  
Associate Professor  
Criminal Justice  
BA, City University of New York, Queens College  
MA, State University of New York, Empire State College  
MA, City University of New York, John Jay College  
M.Phil., Ph.D., City University of New York, Graduate School and University Center  
Sharon M. McCloskey  
Clinical Assistant Professor  
Occupational Therapy  
National Board for Certification in Occupational Therapy (BS O.T, equivalent)  
MBA, University of New Haven  
*Robert C. McCloud  
Faculty Representative and Advisor, Fulbright  
Associate Professor  
Computer Science/Information Technology  
BA, Williams College  
Ed.D., University of Bridgeport  
**Enda F. McGovern  
Associate Professor  
Marketing  
BE, MBA, University College, Galway, Ireland  
Ph.D., Brunel University, United Kingdom  
Kimberly McKinnon  
Lab Instructor, Nursing  
MSN, Sacred Heart University  
BA, Albertus Magnus  
AND, Greater Hartford Community College
Jennifer P. McLaughlin
Instructor
History
BA, Fordham University
MA, College of William and Mary

**Dawn K. Melzer
Associate Professor
Psychology
BA, State University of New York at Binghamton
MS, Ph.D., University of Massachusetts, Amherst

*Steven J. Michels
Associate Professor
Political Science
BS, Eastern Michigan University
MS, University of Georgia
Ph.D., Loyola University, Chicago

*Anca C. Micu
Associate Dean, John F. Welch College of Business
Associate Professor
Marketing
BS, BA, Academy for Economic Studies, Bucharest, Romania
MBA, Ph.D., University of Missouri

*Andrew Miller
Director, Master of Arts in Sports Communication and Media
Associate Professor
Communication and Media Studies
AB, University of Michigan
MA, University of Iowa
Ph.D., University of Pittsburgh

Kerry A. Milner
Assistant Professor
Nursing
BSN, University of Connecticut
MSN, Southern Connecticut State University
DNS, Yale University School of Nursing

*Mindy Miserendino
Associate Professor
Psychology
BA, Franklin and Marshall College
MA, Ph.D., New York University

Theresa Miyashita
Program Director, Athletic Training
Assistant Professor
Athletic Training
BS, Canisius College
MA, University of North Carolina
Ph.D., Colorado State University

*Jason Molitierno
Chairperson, Mathematics
Associate Professor
Mathematics
BS, Connecticut College
Ph.D., University of Connecticut

Matthew F. Moran
Program Director, Undergraduate Exercise Science
Associate Professor
Exercise Science
BS, The College of William and Mary
MS, Ph.D., The Pennsylvania State University

Amanda Moras
Director, Thomas More Honors Program
Assistant Professor
Sociology
BA, William Patterson University
MA, Ph.D., University of Florida
**Patrick W. Morris, Jr.**  
Associate Professor  
Criminal Justice  
BS, University of Delaware  
MPA, University of New Haven  
Ph.D., City University of New York

Linda S. Morrow  
Clinical Assistant Professor  
Nursing  
BSN., Edinboro State University  
MSN., George College and State University  
MBA, Mercer University  
DNP, Duquesne University

Julie Mujic  
Assistant Professor  
History  
BS, Indiana University  
MA, Ph.D., Kent State University

Marcus B. Müller  
Assistant Professor  
Management at Luxembourg  
S.Sc., Hoschschule Für Technik Und Wirtschaft, Germany  
MBA, Melbourne Business School, Australia  
Ph.D., University of the Sunshine Coast, Australia

*Pilar Munday*  
Associate Professor  
Foreign Languages and Cultures  
AS, BA, University of Granada, Spain  
MA, Ph.D., New York University

Annmarie Murphy  
Lecturer  
Psychology  
BA, State University of New York, Albany  
MS, Ph.D., Rutgers University

*Edward T. Murray*  
Director, MAT  
Associate Professor  
Teacher Education  
BS, MS, Southern Connecticut State University  
Ph.D., University of Connecticut

Joseph L. Nagy  
Instructor  
English  
BA, Fairfield University  
MA, Regis University

Gerald E. Neipp  
Assistant Professor  
Teacher Education  
BS, Boston University  
MS, Central Connecticut State University  
Ed.D., Nova Southeastern University

Terry Neu  
Assistant Professor  
Teacher Education  
BA, Harding University  
MS, University of Central Arkansas  
Ph.D., University of Connecticut

*Laura Niesen de Abruna*  
Provost and Vice President for Academic Affairs  
Professor  
English  
AB, Smith College  
MA, Ph.D., University of North Carolina at Chapel Hill  
MS, Ed., University of Pennsylvania

Gail M. Nordmoe  
Assistant Professor  
Teacher Education  
BA, University of Illinois  
M.Ed., Ed.D., Wayne State University
*Lucjan T. Orlowski  
Director, DBA in Finance  
Professor  
Economics and Finance  
MA, Ph.D., Academy of Economy, Katowice, Poland

Paul E. Pabst  
Coordinator, Sports Communication and Media Professional Development  
Instructor  
Communication and Media Studies  
BA, Southern Illinois University

*Rupendra Paliwal  
Associate Professor  
Economics and Finance  
BE, Govt. Engineering College, Jabalpur, India  
MBA, ICFAI Business School, Ahmedabad, India  
Ph.D., University of Connecticut

*Danny A. Pannese  
Associate Professor  
Accounting  
BS, Sacred Heart University  
MS, University of New Haven

Anthony Papa  
Lecturer  
Criminal Justice  
BA, City University of New York, Baruch College  
JD, New York Law School

*Edward A. Papa  
Associate Professor  
Philosophy  
AB, Georgetown University  
Ph.D., State University of New York at Stony Brook

Phani C. Papachristos  
Instructor  
Mathematics  
BS, MS, Southern Connecticut State University

Richard Pate  
Assistant Professor  
Business Law Management  
BA, University of Bridgeport  
JD, Quinnipiac College

*Rhea Paul  
Chair and Program Director, Speech-Language Pathology  
Professor  
Speech-Language Pathology  
BA, Brandeis University  
Ed.M., Harvard University  
Ph.D., University of Wisconsin

Andrew Pierce  
Lecturer  
Philosophy  
BA, MA, Michigan State University  
Ph.D., Loyola University

*Barbara J. Pierce  
Chairperson, Biology  
Associate Professor  
Biology  
B.Sc., Eastern Connecticut State University  
MA, Central Connecticut State University  
Ph.D., University of Rhode Island

Cristina M. Pino  
Clinical Instructor  
Speech-Language Pathology  
BA, Fairfield University  
MA, New York University
Domenick Pinto  
Chairperson, Computer Science and Information Technology  
Director, Master of Science in Computer Science and Information Technology  
Associate Professor  
Computer Science/Information Science  
BS, Fairfield University  
MA, Fordham University  
MA, Southern Connecticut State University  
MS, Polytechnic Institute of New York

Gordon Purves  
Assistant Professor  
Philosophy  
BA, Bucknell University  
Ph.D., University of South Carolina

Kristin Rainville  
Assistant Professor  
Leadership and Literacy  
BS Saint Bonaventure University  
MS University of Bridgeport  
C.AS Fairfield University  
Ed.D. Teachers College Columbia University

John Rapaglia  
Assistant Professor  
Biology  
BS, Mary Washington College  
MS, Ph.D., State University of New York at Stony Brook

*Terry Rogers  
Clinical Assistant Professor  
Director of Clinical Education  
Speech-Language Pathology  
BA, MA, University of Connecticut

Wendy M. Romney  
Clinical Assistant Professor  
Physical Therapy  
BS, MSPT, DPT, Ithaca College

Peter J. Ronai  
Clinical Associate Professor  
Exercise Science and Nutrition  
BS, MS, Southern Connecticut State University

*John B. Roney  
Program Director European Studies  
Professor  
History  
BA, King’s College, New York  
MA, Wheaton Graduate School  
Ph.D., University of Toronto

*Gary L. Rose  
Chairperson, Government, Politics and Global Studies  
Professor  
Political Science  
BA, University of New Haven  
MA, Kansas State University  
Ph.D., Miami University of Ohio

*Sara Ross  
Associate Professor  
Communication and Media Studies  
BA, MA, Ph.D., University of Wisconsin
Nicole M. Roy  
Co-Advisor, Pre-Health Professions  
Associate Professor  
Biology  
BS, Assumption College  
Ph.D., University of Massachusetts Medical School

Tuvana Rua  
Instructor  
Management  
BA, Bogazici University  
MBA, International University of Monaco  
MA, Emerson College  
Ph.D., City University of New York

Stephen Rubb  
Professor  
Economics and Finance  
BS, University of Dayton  
MS, Rensselaer Polytechnic Institute  
Ph.D., Northeastern University

Linda-Jo Pallotto-Russo  
Instructor  
Nursing  
ASN, St. Vincent’s College of Nursing  
BSBM, Albertus Magnus College  
MSN., University of Hartford

Gail Samdperil  
Associate Dean, College of Health Professions  
Clinical Associate Professor  
Human Movement Science  
BS, Boston University  
MAT, University of North Carolina at Chapel Hill  
Ed.D., Fordham University

Jessica Samuolis  
Lecturer  
Psychology  
BA, MA, Fairfield University  
Ph.D., Fordham University

James Santomier  
Professor  
Sport Management  
BA, MA, Montclair State University  
Ph.D., University of Utah

Ann-Marie Saranich  
Clinical Assistant Professor  
Nursing  
BSN, Southern Connecticut State University  
MSN, Sacred Heart University

Francesco Sardo  
Instructor  
Computer Science/Information Technology  
BFA, Massachusetts College of Art and Design  
MS, Sacred Heart University

Stephen A. Scarpati  
Clinical Associate Professor  
Accounting  
BS, MBA, Fordham University

Sheelagh M. Schlegel  
Instructor  
Occupational Therapy  
BS, University of Dublin, Trinity College  
MPH, Southern Connecticut State University

Kristin A. Schweizer  
Clinical Assistant Professor  
Associate Director, Clinical Education for Physical Therapy  
Physical Therapy  
BS, Fairfield University  
MPT, Allegheny University of the Health Sciences
Eric P. Scibek  
Clinical Assistant Professor  
Human Movement Science  
BS, Quinnipiac College  
MS, Southern Connecticut State University

*Cima A. Sedigh  
Associate Professor  
Teacher Education  
BS, New York Institute of Technology  
BA, University of Dakar  
MS, Ed.D., University of Hartford

Penne Sessler-Branden  
Clinical Assistant Professor  
Nursing  
BSN, George Mason University  
MSN, Columbia University  
Ph.D., Villanova University

David Shaenfield  
Lecturer  
Psychology  
BS, The University of Texas, Austin  
Ph.D., Teachers College, Columbia University

*Eun Sup Shim  
Professor  
Chair, Accounting  
BS, Dong-Guk University, Seoul  
MBA, Ph.D., Rutgers University

*Joshua A. Shuart  
Chairperson, Marketing and Sport Management  
Associate Professor  
Sport Management  
BA, Grove City College  
MA, St. Bonaventure University  
Ph.D., University of Connecticut

Peter M. Sinclair  
Lecturer  
English  
BA, Connecticut College  
MA, Ph.D., University of Connecticut

*Marlina Slamet  
Associate Professor  
Physics  
BS, University of Indonesia  
MA, Brooklyn College of City University of New York  
Ph.D., City University of New York Graduate School and University Center

Rebecca A. Smart  
Clinical Assistant Professor  
Nursing  
BSN., University of Virginia  
MPH, New York Medical College  
MSN, Sacred Heart University

Lisa Smith  
Psychology  
Academic Co-Director, SHU-WELL, LLC  
Lecturer  
BA, Binghamton University, SUNY  
MS, Psy.D., Nova Southeastern University

*Penny A. Snetsinger  
Associate Professor  
Chemistry  
AB, Brandeis University  
MS, University of Illinois  
Ph.D., University of New Hampshire

Raja Hakim-Staggers  
Assistant Professor  
BS, Howard University  
Ph.D., Howard University  
MPH, New York University
LaTina Steele  
Lecturer  
Biology  
BS, Ph.D., University of South Alabama

Alfred Steinherr  
Academic Director, Luxembourg Campus  
Professor  
Management  
Diploma, University of Madrid, Spain  
Diploma, University of Florence, Italy  
MA, McMaster University, Ont., Canada  
MS, George Washington University  
Ph.D., Cornell University

Dezroy Stewart  
Visiting Assistant Professor  
Accounting  
BS, University of the West Indies  
MBA, University of Connecticut

Julianna M. Stockton  
Assistant Professor  
Mathematics  
BS, Franklin W. Olin College of Engineering  
MA, M.Phil., Ph.D., Teachers College, Columbia University

*Geffrey F. Stopper  
Associate Professor  
Biology  
BA, Hartwick College  
MS, Ph.D., Yale University

*Linda L. Strong  
Program Director, RN to BSN and RN to MSN Program  
Assistant Professor  
Nursing  
BSN., University of Bridgeport  
MSN, The Catholic University of America  
Ed.D., Teachers College, Columbia University

**Jing’an Tang  
Associate Professor  
Management  
BA, Renmin (People’s) Univ. of China  
MBA, University of Maryland  
Ph.D., University of Western Ontario

Barbara Magi Tarasovich  
Director, MS Accounting  
Assistant Professor  
Accounting  
BS, MBA, Sacred Heart University  
DPS, Pace University

*Christina J. Taylor  
Associate Professor  
Psychology  
BA, Sacred Heart University  
MA, University of Missouri  
M.Phil., Ph.D., City University of New York

Julie A. Stewart  
Program Director, FNP Program  
Assistant Professor  
Nursing  
BSN, Regents College, University of the State of New York  
MSN, Sacred Heart University  
MPH, University of Connecticut Health Center  
DNP, Case Western Reserve University

*Brian Stiltner  
Chairperson, Philosophy, Theology, and Religious Studies  
Professor  
Religious Studies  
BA, Carroll University  
MAR, Yale Divinity School  
M.Phil., Ph.D., Yale University
David G. Taylor
Director, Digital Marketing
Assistant Professor
Marketing
BS, The University of Texas
BBA, LeTourneau University
MBA, Ph.D., University of North Texas

Tammy Testut
AND, St. Vincent’s College of Nursing
BS, Excelsior College
MSN, University of Hartford
Ph.D., Capella University

*Thomas A. Terleph
Co-Advisor, Pre-Health Professions
Associate Professor
Biology
BA, Columbia University
Ph.D., City University of New York, Graduate
School and University Center

Brian Thorne
Coordinator, Sports Multimedia Production
Instructor
Communication and Media Studies
BS, Sacred Heart University

*Mary Garlington Trefry
Coordinator, Luxembourg
Associate Professor
Management
BA, Agnes Scott College
MLS, University of Maryland
MA, M.Phil., Ph.D., Columbia University

**Mary L. Treschitta
Associate Professor
Art and Design
BA, MAT., University of New Hampshire
MFA, Miami International University of Art
and Design

Jennifer M. Trudeau
Assistant Professor
Economics and Finance
BS, Fairfield University
MA, University of New Hampshire
Ph.D., University of New Hampshire

Frank Tudini
Clinical Assistant Professor
Associate Director if Clinical Education
BS, MS Daemen College
S.Sc. Andrews University

*Michael J. Ventimiglia
Co-Director, Hersher Institute for Applied
Ethics
Coordinator, Art of Thinking
Associate Professor
Philosophy
BA, MA, Fordham University
Ph.D., Pennsylvania State University

*Gregory F. Viggiano
Associate Professor
History
BA, University of Montana
MA, University of Texas
M.Phil., Ph.D., Yale University

Albert Wakin
Instructor
Psychology
BA, MS, University of Bridgeport
6th Year, Southern Connecticut State
University

*Jonathan Walker
Associate Professor
Art and Design
BA, Southern Connecticut State College
MFA, University of Connecticut
**Patricia Wade Walker**  
Dean, College of Health Professions  
Professor  
Health Science  
BS, University of Illinois at Chicago  
MA, Central Michigan University  
Ed.D., Loyola University of Chicago

**Michael Ward**  
Mathematics  
Instructor  
BS, Cornell University  
MA, New York University

**Karen C. Waters**  
Director, CT Literacy Specialist Program  
Clinical Assistant Professor  
Leadership and Literacy  
BA, MS, University of Bridgeport  
6th Year, Southern Connecticut State University  
Ed.D., Walden University

**Sherylyn M. Watson**  
Clinical Assistant Professor  
Nursing  
BSN., Fairfield University  
MSN., Quinnipiac University  
Ph.D. Capella University

**Valerie Wherley**  
Clinical Assistant Professor  
Exercise Science  
BS, MS, University of Maine  
Ph.D., University of Connecticut

**Michelle E. Wormley**  
Assistant Professor  
Physical Therapy  
BS, MPT, Quinnipiac University  
Ph.D. Nova Southern University

**Mary E. Yakimowski**  
Assistant Professor  
Educational Leadership  
BS, Bridgewater State College  
MA, 6th Yr., Ph.D., University of Connecticut

**Deirdre M. Yeater**  
Associate Professor  
Psychology  
BS, State University of New York, Maritime College  
MA, Ph.D., University of Southern Mississippi

**Christopher C. York**  
Clinical Assistant Professor  
Management  
AB, Colgate University  
MA, University of Hawaii  
JD, Emory University Law School

**Eileen T. Yost**  
Clinical Assistant Professor  
Nursing  
AS, BSN, Pace University  
MSN, Western Connecticut State University

**Sandra G. Young**  
Associate Professor  
English  
BA, Rosary College  
MA, Ph.D., University of Louisville

**William Yousman**  
Director, Master of Arts in Media Literacy & Digital Cultures  
Assistant Professor  
Communication and Media Studies  
BA, Chart Oak State College  
MA, University of Hartford  
Ph.D., University of Massachusetts, Amherst
Emmanuel Yung  
Clinical Assistant Professor  
Physical Therapy  
BS, University of Santo Tomas Manila, Philippines  
MA, New York University  
DPT, University of Southern California

*Jonas Zdanys  
Professor  
English  
BA, Yale University  
MA, Ph.D., State University of New York

*Jijin “Michael” Zhang  
Associate Professor  
Management  
BA, Guangzhou Institute of Foreign Language  
M.Ph., Eastern Washington University  
MBA, Gonzaga University  
DBA, Cleveland State University

Emeriti Faculty

Edward J. Boredu  
Professor Emeritus  
Religious Studies  
Ph.B., University of Montreal  
MA, Ph.D., Fordham University

Donald W. Brodeur  
Professor Emeritus  
Psychology  
BS, MS, Ph.D., Fordham University

Ralph L. Corrigan, Jr.  
Professor Emeritus  
English  
BA, Iona College  
MA, Ph.D., Fordham University

Angela DiPace  
Professor Emerita  
English  
BA, Quinnipiac College  
MA, State University of New York at Binghamton  
Ph.D., Washington State University

Edward Donato  
Professor Emeritus  
History  
BA, MA, Providence College

Michael J. Emery  
Professor Emeritus  
Physical Therapy and Human Movement Science  
BS, MA, Ed.D., University of Vermont

Rawlin A. Fairbaugh  
Professor Emeritus  
Management  
BA, Washington and Jefferson University  
MBA, New York University  
Ed.D., University of Bridgeport

Ramzi N. Frangul  
Professor Emeritus  
Economics and Finance  
BA, University of Baghdad, Iraq  
MS, Loyola University of Chicago  
Ph.D., New York University

Edward W. Gore  
Professor Emeritus  
Management  
BS, Massachusetts Institute of Technology  
MS, Columbia University  
OPS, Pace University
Theodore Gutswa
Professor Emeritus
Art and Design
BA, Jersey City State College
MFA, Pratt Institute

Saul Haffner
Professor Emeritus
Management
BS, Polytechnic Institute of New York
MBA, Hofstra University

Thomas H. Hicks
Professor Emeritus
Psychology
BA, Cathedral College
STB, The Catholic University of America
MS.Ed., Iona College
Ph.D., St. John’s University

William B. Kennedy
Professor Emeritus
History
Vice President, Public Affairs
BA, University of Bridgeport
MA, University of Pennsylvania
6th Yr. Certificate, University of Bridgeport

John F. Kikoski
Professor Emeritus
Political Science
BA, Wesleyan University
MA, Ph.D., University of Massachusetts

Rose Marie B. Kinik
Professor Emerita
Mathematics
BA, Molloy College
MA, St. John’s University

Carol Kravitz
Professor Emerita
Nursing
BS, Regents College
MS, Binghampton University

Lois Libby
Teacher Education
Associate Professor Emerita
BA, M.Ed. University of Maine
Ph.D., University of Connecticut

Michelle Lusardi
Professor Emerita
Physical Therapy
BS, SUNY Downstate Medical Center
MS, Ph.D., University of Connecticut
DPT, MGH Institute of Health Professions

Sondra Melzer
Clinical Assistant
Professor Emerita
Teacher Education
BA, University of Connecticut
MA, Fairfield University
Ph.D., New York University

Judith D. Miller
Professor Emerita
English
BA, Tufts University
MA, Western Connecticut State College
Ph.D., University of Connecticut

Camille P. Reale
Professor Emerita
Management
BS, Central Connecticut State College
MS, Fairfield University
Leland R. Roberts
Professor Emeritus
Music
BM, MM, University of Kansas

Carol D. Schofield
Professor Emerita
Biology
BS, College of Mount St. Vincent
MS, Fordham University
Ph.D., University of Connecticut

Paul Siff
Professor Emeritus
History
BA, Brooklyn College
Ph.D., University of Rochester

Jean Silva
Professor Emerita
Mathematics
BS, Seton Hall University
MA, 6th Yr., Fairfield University

Roberta Lynne Staples
Professor Emeritus
English
B.A., Russell Sage College
M.A., University of Virginia
Ph.D., University of Massachusetts

Maria-Teresa Torreira Tenorio
Professor Emerita
Foreign Languages and Cultures (Spanish)
BS, Nuestra Senora del Sagrado Corazon,
Madrid, Spain
MA, Social Institute Leo XIII
Ph.D., University of Madrid, Spain

Constance E. Young
Professor Emerita
Nursing
BS, Burbank Hospital School of Nursing and
State College at Fitchburg
MA, Ed.D., Teachers College, Columbia University

Virginia F. Zic
Professor Emerita
Art and Design
Ph.B., DePaul University
MA, Villa Schiffanoia Graduate School of Fine Arts, Italy
MFA, Syracuse University